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ABSTRACT

A textbook for English-as-a-Second-Language (ESL) students presents lessons on U.S. citizenship-education and naturalization information. The nine lessons cover the following topics: the U.S. system of government; the Bill of Rights; responsibilities and rights of citizens; voting; requirements for naturalization; the application process; the court hearing; national symbols; and review. The lessons allow ESL students to practice English skills in listening, speaking, reading, and writing. Most of the lessons have five parts, including pre-reading, information, reading, testing skills, and review. In addition, the textbook contains study questions, instructor guidelines, a vocabulary index, and answer key. Appendices provide the Immigration and Naturalization Service Application Form N-400, the Biographic Information Form G-325, and a fingerprint chart. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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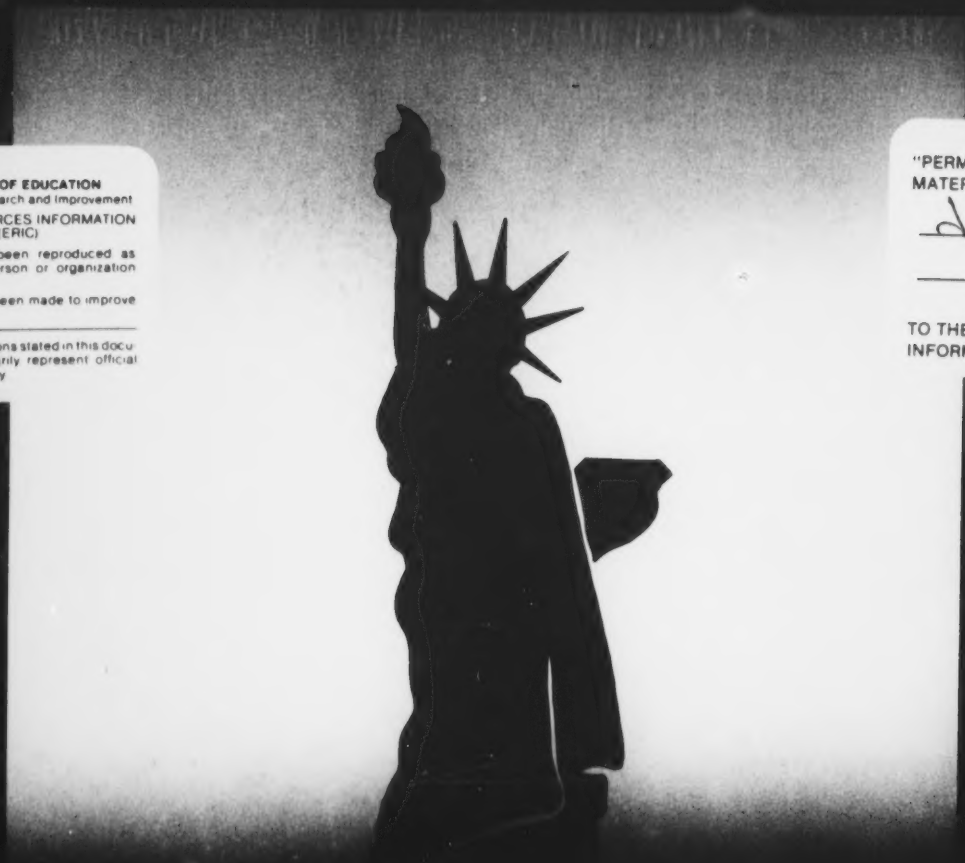

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TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

TO THE STUDENT vii

GLOSSARY xi

1. THE U.S. SYSTEM OF GOVERNMENT 1
   Objectives: Identify the kind of government the U.S. has
   Explain the basic ideas of the U.S.Constitution

2. THE BILL OF RIGHTS 8
   Objective: Explain the importance of the Bill of Rights

3. RESPONSIBILITIES AND RIGHTS OF CITIZENS 16
   Objective: Identify specific duties and rights of citizens

4. VOTING 23
   Objectives: Identify who has the right to vote
   Explain the importance of voting in a democracy

5. REQUIREMENTS FOR NATURALIZATION 30
   Objective: Identify the requirements to apply for naturalization

6. THE APPLICATION PROCESS 39
   Objectives: Explain the application process for naturalization
   Describe an interview between an applicant and an INS official

7. THE COURT HEARING 47
   Objectives: Explain the oath of allegiance
   Explain the final court hearing

8. NATIONAL SYMBOLS 55
Objective: Recognize national symbols and their importance

9. REVIEW 64

STUDY QUESTIONS 71

TO THE INSTRUCTOR 72

VOCABULARY INDEX 86

ANSWER KEY 88

APPENDICES
INS APPLICATION FORM N-400
BIOGRAPHIC INFORMATION FORM G-325
FINGERPRINT CHART

TO THE STUDENT

We wrote this book for you. We hope you will think the lessons are interesting. We hope you will enjoy learning about U.S. citizenship education and naturalization information. The lessons can help you become better residents and citizens of the U.S.

Each lesson has a title. It tells you the subject of each lesson. Under each title there will be one or two objectives. These objectives say what you will learn from the lesson.

You will practice all your English skills - listening, speaking, reading and writing. Most of the lessons have 5 parts:

I. **Pre-Reading**
II. **Information**
III. **Reading**
IV. **Testing skills**
V. **Review**

I. Pre-Reading

At the beginning of every lesson, **Pre-Reading,** you will find some questions to discuss with a partner, in a small group or with the class. These questions will be about some pictures or some ideas about citizenship or naturalization.

After the discussion, you will find some new vocabulary words. Their definitions will help you understand the lesson. Some of the words have other definitions, too. Sometimes you will have a written exercise to do.

Some exercises will tell you to guess. Guessing means you do not really know the answers. You give your ideas about what you think the answer will be.

Other exercises will tell you to scan a paragraph. When you scan, you do not read everything. You look for specific information to answer the questions. You can check your answers to the guessing and scanning exercises at the end of the lesson.

II. **Information**

The **Information** is always in a chart, outline, picture or diagram. It shows you the main points of the lesson.

First, think about the title. Next, read the information on the page carefully. Ask yourself questions about the information. For example:

> What are the Bill of Rights?
> Why are they important to us?
> Where can we learn about them?

Finally, do the exercises -- *Using the Information.* Look at the Information page to help you complete the speaking, listening and writing exercises.

III. **Reading**

The **Reading** is usually one to five paragraphs long. Sometimes the Reading will give you more information about the main points. Sometimes the Reading will give you new information.

> First, think about the title.
> Next, read the paragraphs quickly for a general idea.
> Then, read the paragraphs carefully.
> Finally, do the exercise(s) -- *Using the Reading.* Look at the Reading to help you complete the exercise(s).

IV. **Testing skills**

The **Testing skills** help you test yourself. Can you answer the questions without looking at the Information and Reading? If you cannot answer the test questions, you should look back at the Information and Reading again.

You will learn about many different types of tests. Some of the tests are oral and some are written. We included some ideas about how to answer oral questions. This section will help you prepare for the citizenship test.

V. **Review**

The last part of every lesson is the **Review.** The Review has the most important things for you to remember. There are usually 1 - 5 questions. If you cannot answer the review questions, you should look back at the Information and Reading again. If you can answer the review questions, you can go on to the next lesson.

What should you do if you are **not in a class**? What should you do if you are studying **alone?**

If you are studying alone, show the lessons to your friends, or someone in your family, or someone at work. Ask people to help you practice your English. Ask them to be your partner for the speaking exercises. Ask them to do the group discussions with you.

You can also read the section: To The Instructor. This section gives some more important information to the instructor about the lessons. It also explains how to do some of the different exercises.

Answer Key

There is also an Answer Key in the back of the book. After you finish the exercises, you can look at the Answer Key to check your answers. If your answer is wrong, look at the Reading and Information again. Try to find the correct answer.

Sometimes there is more than one possible answer. For example, the discussion questions can have many answers. These questions do not have answers in the Answer Key. Also, most of the Pre-Reading *Oral* and Review questions are not in the Answer Key. You should guess or think about the Oral question answers and you need to learn the Review answers yourself.

Study Questions

After you finish the lessons, you will find a list of study questions. By answering these questions, you can prepare yourself for a citizenship exam. An INS official may ask similar questions during a citizenship interview.

Vocabulary Index

In the back of the book you will see a vocabulary index. All the words from the *Vocabulary* section of this book are listed with the lesson number where you can find the word.

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GLOSSARY

Before you begin, look at the following words and definitions. These are important words you will need to understand the lessons. Ask someone to help you with these words or use your dictionary.

Citizen: If you are born in the U.S., you can become a citizen. If your parents are citizens and you are born in another country, you can become a citizen. If you are an immigrant, you can become a citizen after you live in the U.S. for 3 - 5 years.

Constitution: A plan of government; rules for governing

Democracy: A type of government; in a democracy the people make a lot of decisions; the people vote for their leaders

Legal: Following the law
Illegal: Not following the law

Freedom: Liberty; the ability to do, say, think, or write your ideas

Immigrant: A person who enters another country to live

Judge: The person who is the head of a court; a justice

Jury: A group of citizens; they listen to a case in court and make a decision about the case

Naturalization: The process for an immigrant to become a citizen of the U.S.

Permanent Resident: An immigrant with a green card; someone with legal permission to live and work in the U.S. A permanent resident gets a green card from the Immigration and Naturalization Service (INS).

Principles: General rules and basic ideas

Republican form of government: Like a democractic government; usually has a head of state (for example, a president); the citizens vote for officials to represent their interests

Rights: Basic things we can do; our freedoms and privileges

LESSON 1 THE U.S. SYSTEM OF GOVERNMENT

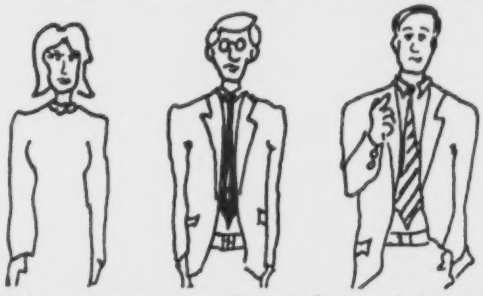
Objectives

Identify the kind of government the U.S. has
Explain the basic ideas of the U.S. Constitution

Pre-Reading

Oral: Look at the pictures and read about the countries below.

Country A



These three people want to be President of Country A. The citizens will vote for one of these three people. The person with most votes will become President for 4 years. The citizens of country A vote for a President every 4 years.

Country B

This group of people were the leaders of Country B in 1940. They are still the leaders now. There will be an election next year. The citizens of country B will vote for the same leaders again.

Country C

This man is the President of Country C. He is the President for life. The people can only vote for him.

Discuss the following questions.

1) Which country is like the U.S.?
2) Which country is like your country?
3) Is the government of your country the same as the government of the U.S.?
   How is it different?
   How is it the same?

Vocabulary:

Read the following sentences carefully. These sentences have vocabulary words you will use in this lesson and in other lessons.

A **government** makes the laws of a country. Governments help the people to live together in their countries..

Democracy is a kind of government. In a democracy, the people make a lot of decisions. They also vote for their leaders.

A **republican** government is like a democratic government. A republican government is a government "*by the people.*" The people choose their leaders.

The leaders in a democratic government listen to the people. They use the ideas of the people and make laws. These leaders **represent** the people. Another word for leader is **representative**. The representatives work with and for the people. The people can change the representatives when they vote.

There are many U.S. citizens. People who are born in the U.S. are citizens. The children of citizens are also citizens. Immigrants can become citizens after they live in the U.S. legally for 3 - 5 years.

All people living in the U.S. have **rights.** Our rights are the basic things we can do. They are freedoms and privileges. In the U.S. we want everyone to have **equal rights.** Equal rights means that all people have the same rights.

A mother **protects** or takes care of her children. A government makes laws to **protect** the people and their rights.

The **supreme** law is the highest and most important law. We call the U.S. Constitution the supreme law of the land.

Written: Read the following sentences. Do you think they are true or false? If you think they are true, put a **T** on the line. If you think they are false, put an **F** on the line.

1) ___ The U.S. is a democracy.
2) ___ The U.S. Constitution is less than 100 years old.
3) ___ The U.S. government listens to the people.
4) ___ The President of the U.S. makes all the laws.

Reading

The U.S. Government

There are different kinds of **governments**. The U.S. government is both a democracy and a republican government. The **citizens** of the U.S. vote for their leaders in the government. These leaders must listen to the ideas of the people. They **represent** the people.

The plan for the U.S. government is the Constitution. Men wrote the Constitution in 1787 and we still use it. We say it is a living constitution. The representatives of the people can make new laws or changes to the Constitution. These changes or additions to the Constitution are called amendments. The first ten amendments are very important for all people living in the U.S.

Using the Reading:

A. Read the sentences again. Put a **T** or an **F** on the line.

1) ___ The U.S. is a democracy.
2) ___ The U.S. Constitution is less than 100 years old.
3) ___ The U.S. government listens to the people.
4) ___ The President of the U.S. makes all the laws.

Here are some more sentences. Put a **T** or an **F** on the line.

5) ___ Every country is a democracy.
6) ___ The U.S. has a representative government.
7) ___ The Constitution never changes.
8) ___ There are only 8 amendments to the U.S. Constitution.

Information

The U.S. Constitution

I. Representative government
- A. The citizens vote for their leaders.
- B. People control the government by voting.
- C. The people can ask for changes and new laws.
- D. The government must listen to the ideas of the people.

II. Supreme Law
- A. Everyone must follow the laws in the Constitution.
- B. The Constitution protects everyone.
- C. No other law can go against the Constitution.

III. Basic Rights
- A. The Constitution is for all people living in the U.S.
- B. No one can take away your rights.
- C. Everyone has the right to *life, liberty, and a chance to find happiness.*

IV. Amendments
- A. The Bill of Rights = Amendments 1 - 10.
- B. Others = 11 - 26.

Using the Information:

B. The Information above shows some of the important ideas of the Constitution in an **outline.** Outlines can help you study. You can quickly see the main ideas on an outline. You can also see examples or additional information for the main ideas. The outline form is easy to read.

Outlines usually have Roman numerals for the main ideas. These are like numbers: **I** = 1 (one), **II** = 2 (two), **III** = 3 (three), **IV** = 4 (four).

Look at the Information again. There are 4 main ideas we should know about the U.S. Constitution:

I. The U.S. has a representative government.

II. The Constitution is the S U P R E M E L _ _.

III. The Constitution protects our _ _ s _ c _ ig _ ts.

IV. _ _ _ _ _ _ _ _ _ _ _ are additions or changes to the Constitution.

C. Form a small group. Discuss some basic rights you have in the U.S. Make a list of rights. Share your group's list with the class. For example:

Testing skills

You will see many multiple choice tests in this workbook. Many questions will begin with "WH" questions words, like **what, where**, **why**, **who,** and **how.** Look at the question words below. Underline the question word. Then try to answer the question. Circle the letter of the best answer. The first one is done for you.

1. Who was the first President of the U.S.?
   a) Abraham Lincoln
   b) John F. Kennedy
   (c) George Washington

2) How do the people in the U.S. choose their leaders?
   a) The citizens vote.
   b) The President decides.
   c) The leaders choose other leaders.

3) Why is the U.S. Constitution important?
   a) Because it is in Washington, DC.
   b) Because it protects the rights of the people.
   c) Because it is new.

4) Where is the capital of the U.S.?
   a) New York City, New York
   b) Boston, Massachusetts
   c) Washington, DC

Review

What kind of government does the U.S. have?

What are 3 important ideas in the U.S. Constitution?

LESSON 2 THE BILL OF RIGHTS

Objective Explain the importance of the Bill of Rights

Pre-Reading

Oral: Form a small group. Discuss the following situations. Then share your group's answers with the class.

1) Marcel does not believe in any religion. He does not want to go to church.
   Is this okay in the U.S.?

2) The police stop Julia. They take her to the police station.
   Can she talk to a lawyer?

3) A group of people in Arizona do not like a new law about buying guns.
   Can they tell the President they do not like the law?
   Can they write their opinion in the newspaper?

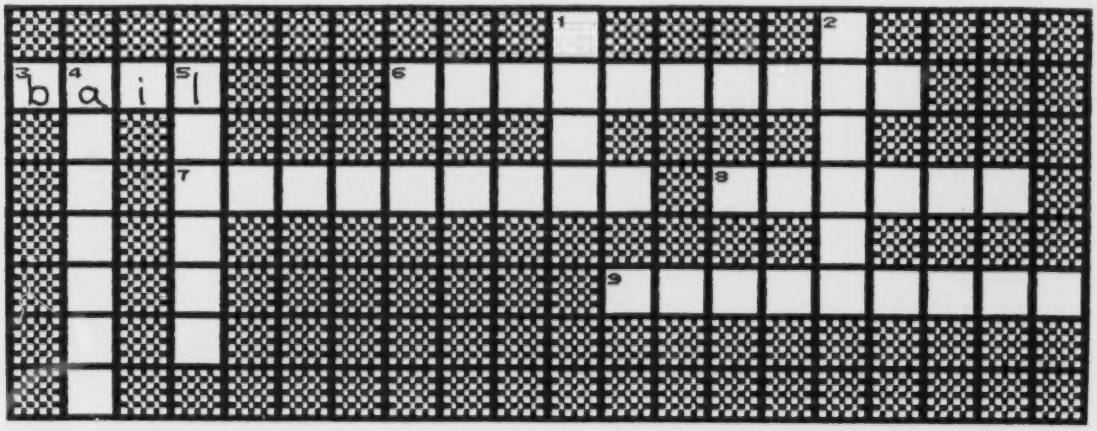
4) Amanda did not see a stop sign. She did not stop. The police gave her a ticket for $2,500.
   Is this amount ($2,500) okay in the U.S.?

5) The police put Ali in jail. Ali does not know why. He stays in jail for 3 years before he goes to court.
   Is this okay in the U.S.?

Vocabulary:

Use the following words to complete the crossword puzzle. The definitions are below. You can use a dictionary to help you.

unfair	**fine**	**search**
accused	**witnesses**	**punishment**
lawyer	**interfere**	**bail**



Across:

3) b a i l = money you pay the court so you do not have to stay in jail while you wait for your day in court

6) _ _ _ _ _ _ _ _ _ _ _ = going to jail or paying a fine is an example of this.

7) _ _ _ _ _ _ _ _ _ _ _ = people who speak in your favor or against you in court; they tell the court what they saw or what they know

8) _ _ _ _ _ _ = to look for something

9) _ _ _ _ _ _ _ _ _ _ = to get in the way; to make problems

Down:

1) _ _ _ _ = the money you must pay because you did something wrong

2) _ _ _ _ _ _ = not appropriate; too much or too little

4) _ _ _ _ _ _ _ = when someone says you did something wrong

5) _ _ _ _ _ _ = a person who studies the laws and court systems; he/she can help you in court or with other problems

Reading

Freedom

Freedom is the most important right we have in the U.S. In the 1600's, people came to find freedom. What is freedom?

Freedom means you can ...

... follow any religion
... say and write your ideas
... choose your type of work
... have meetings when you want
... live where you want
... ask the government to make changes
... live in peace

The U.S. Constitution and the U.S. government protect the rights and freedom of all the people living in the U.S. No one can **interfere** with the rights of other people. No one can take away your rights if you follow the law. We should all follow the laws and protect everyone's rights.

Using the Reading:

A. Form a small group. Read and discuss the following sentence. What do you think it means? Share your group's ideas with the class.

"My freedom ends where your freedom begins."

Information

The Bill Of Rights = Amendments 1 – 10

Amendment 1: Freedom of Religion, Speech, Press and Assembly

We can follow any religion; we can say our thoughts; we can write articles in newspapers; we can meet in groups.

Amendment 2: The Right to Have Guns

We can have guns for protection. State governments make laws about buying and keeping guns.

Amendment 3: Housing Soldiers

We do not have to let soldiers stay in our homes in peace time. If there is a war, Congress can pass a law to let soldiers stay in our homes.

Amendment 4: Searches and Warrants

Police need a court order (search warrant) to search our homes or to take our things.

Amendment 5: Rights of People Accused of a Crime and Protection of Private Property

If a judge says you are free at a trial, you do not go to a second trial for the same crime. You do not have to answer questions at your trial. The government must pay a fair price before taking private property from someone.

Amendment 6: Right to a Fair Trial and Witnesses

> If you are accused of a crime, you have the right to know why.
> You have the right to a speedy and public trial with a jury.
> You can have a private lawyer or the court will give you a lawyer.
> The lawyer can question all the witnesses.
> You can have witnesses on your side.

Amendment 7: Right to a Jury Trial

> If the money in your case is over twenty dollars ($20.00), you can have a jury trial.

Amendment 8: Bails, Fines and Punishments

> A judge cannot make you pay an unfair bail.
> A judge or jury cannot make you pay an unfair fine.
> A judge or jury or the police cannot give you unfair punishment.

Amendment 9: The People Keep Some Rights

> The Constitution lists many rights of the people, but it does not list all the rights. The people have other rights too.

Amendment 10: The States or People Keep Some Powers

> The Constitution lists some powers for the states, but it cannot list all the powers. The other powers are for the states or for the people.

Using the Information:

B. Read the following sentences about rights. Which amendment gives you the right? Put the number of the amendment next to the sentence about it.

a) 4 A policeman shows you a court order and he comes into your apartment.

b) ___ A T.V. newswoman does not like a treaty the President made with China. On T.V., she says the treaty is bad.

c) ___ The people have some rights that are not written in the Constitution.

d) ___ You must complete an application form and wait 7 days if you want to buy a gun in the state of Maryland.

e) ___ A poor man does not have money for a lawyer. The court gives him a lawyer.

f) ___ The police must tell you why they are taking you to the police station.

g) ___ The court says you are wrong. You must go to jail for 5 years.

C. Work with a partner. Discuss these questions. Share your answers with the class.

1) Does your country have jury trials?

2) Does your country put people in jail without trials?

3) Do the people have freedom of speech in your country?

4) Can you name a country without religious freedom?

5) Do you think the Bill of Rights is important? Why or why not?

Testing skills

Sometimes you will have an oral exam. You must listen carefully to the questions. You will see a set of two possible questions below. Your teacher will read one of those two questions. Listen carefully. Circle the letter of the question your teacher reads.

Example: (a) What is a democracy?
b) Where is a democracy?

Your teacher asks: What is a democracy?
You circle **a.**

1. a) When was the US Constitution written?
   b) Why was the US Constitution written?

2. a) Why do we have freedom of speech in the US?
   b) Who has freedom of speech in the US?

3. a) Do you know why you are accused of a crime?
   b) Do you know where you are accused of a crime?

4. a) Can the police come into our homes?
   b) Can the police take anything from our homes?

5) a) Does the Constitution list all the powers of government?
   b) Does the Constitution list all the rights of the people?

Review

Complete the following sentences.

1) The First Amendment gives us freedom of _____,
_____, and _____.

2) The police need a _____ before they can search our homes.

3) If the police take you to the police station, you have the right to talk to a _____.

4) We have the right to a _____ and _____ trial with a jury.

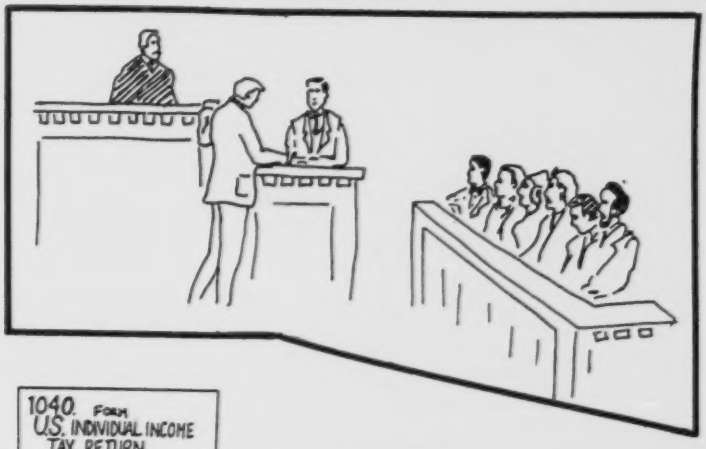
5) A judge cannot give you an unfair _____.

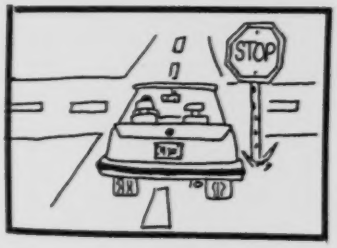
LESSON 3 RESPONSIBILITIES AND RIGHTS OF CITIZENS

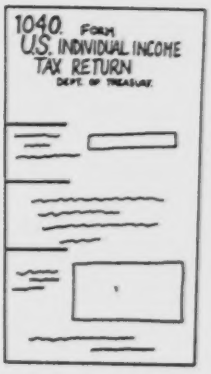
Objective Identify specific duties and rights of citizens

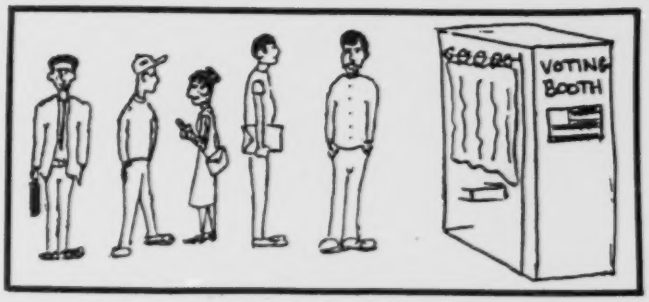
Pre-Reading

Oral: Look at the pictures below. They show some of the responsibilities of U.S. citizens.









Discuss the following questions with the class.

1) What are five responsibilities you see in the pictures?
2) Which responsibilities are the same in your country?
3) What other responsibilities do you have in your country?
4) Are there other responsibilities for U.S.citizens?

Vocabulary:

Match the words on the left with the definitions on the right. Put the correct letter on the line. You can use a dictionary for help.

c	1. **duty**	a. to follow laws or rules
___	2. (to) **register**	b. safety; taking care of someone or something
___	3. (to) **obey**	c. something you have to do; responsibility
___	4. **protection**	d. to put your name on a list

Reading

Rights of U.S. Citizens

The U.S. Constitution and the Bill of Rights protect the rights of all people living in the U.S.. There are some other rights for U.S. citizens only. Amendments 11 - 26 of the U.S. Constitution tell us some of the extra rights for citizens (see *By the People: U.S. Government Structure,* Lesson 6).

Who is a U.S. citizen? A person born in the U.S. is a citizen. If a U.S. citizen has a baby in another country, the baby may be a U.S. citizen. Resident aliens can become citizens after they live legally in the U.S. for 3 - 5 years and take a citizenship exam. If they pass the exam, they can become naturalized citizens (see Lesson 5 for more information).

Both U.S.- born and naturalized citizens have many extra rights. Only citizens can vote in U.S. elections. They can work for the federal government. They can travel with U.S. passports. They

can apply to bring their family to the U.S.. Only citizens can be members of a jury.

Naturalized citizens do not have have one special right. Naturalized citizens cannot become President or Vice President of the U.S.. But, a naturalized citizen can be a senator, representative, governor, mayor, etc.

Using the Reading:

A. Unscramble the following sentences. Look at the Reading to help you. The first word of each sentence has a capital letter. The first sentence is done for you.

1. citizens / some / are / for / There / only / rights /
   There are some rights only for citizens.
2. is / in / born / a / A / U.S. / the / person / citizen /
   _____.
3. vote / citizens / Only / can / elections / in /
   _____.
4. U.S. / travel/ with / They / passport / can / a /
   _____.
5. President / U.S. / citizens / Naturalized / cannot / of /
   Vice President / become / the / or /
   _____

   _____.

Information

Duties of U.S. Citizens and Why They are Important

Duties	*Why?*
Obey laws	Laws protect the people. A basic right for all people is protection.
Vote	The U.S. is a representative democracy. All citizens have to vote to choose good people to be representatives.
Pay taxes	The government needs money to pay for services (for example, police and military protection).
Be on a jury when called	Everyone has the right to a trial with a jury (6th Amendment). Members of a jury must be U.S. citizens.
Register with the military[1]	If there is a war, the military will need soldiers.

[1] This is a duty for men only. All men must register when they become 18 years old.

Using the Information:

B. The Information chart tells you about the duties of U.S. citizens. It also tells you the reason these duties are important. You will use some charts in other lessons. It is important to learn the best way to read a chart.

1. At the top of every chart, you will find a title. What is the title of this chart? _____

2. This chart has two columns. You read <u>down</u> a column. Each column has a heading. The heading tells you about the information in the column. The first column is about *Duties.* How many duties do you see? _____

3. What is the heading of the the second column? _____

   Now, look at the whole chart. Read <u>across</u> the lines.

4. Why do citizens have to vote? _____

5. Why do citizens have to be part of a jury? _____
   _____

   Sometimes you will see a little number next to a word. Find the word "military" in the column *Duties.* This number is a *footnote.* A footnote tells you there is more information. Sometimes the footnotes are on the bottom of a page. Sometimes the footnotes are in the back of a book or lesson.

6. Where is the footnote for this Information chart?
   _____

7. What do you learn from footnote 1? _____
   _____

C. Form a small group. Discuss the following questions with your group. Then share your group's answers with the class.

1. When do people pay taxes in the U.S.?

2. What kind of taxes do people pay in the U.S.?

3. What does the government do with our tax money?

4. Do you think U.S. taxes are higher or lower than taxes in other countries?

Testing skills

Sometimes the INS official will ask you questions you do not understand. Sometimes you will have problems remembering the answer immediately. What should you do?

Read (or listen to) the following conversation:

INS official: Does everyone have the same rights in the U.S.?

Kyung: Everyone...?

INS official: Yes, everyone, all the people living in the U.S.. Do all the people have the same rights?

Kyung: Oh, I understand now. No, citizens have some special rights.

INS official: Can you tell me one of those rights?

Kyung: Let me think...I think one special right is ... is ... only citizens can vote.

INS official: Okay. And what are some duties of citizens?

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Think about these questions:

1) Did Kyung answer the first question immediately?
2) Why did he repeat "Everyone"?
3) Why did he say "Let me think..."?
4) If you do not know an answer immediately, what do you say? Do you ever say, "Let me think..."?
5) Answer the last question for Kyung.

Review

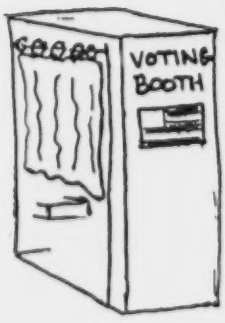
Name 3 special rights for citizens.
Name 5 duties for citizens.

LESSON 4 VOTING

Objectives Identify who has the right to vote
Explain the importance of voting in a democracy

Pre-Reading

Oral: Work with a partner. Look at the picture below.



Read about the people in the picture. Decide if each person can vote. Share your decisions with the class.

Mr. Curtis, 37, was born in Michigan. He is learning to read and write at the Union Adult Center. Can he vote?

Mr. Marino, 45, was born in Wisconsin. He lost his leg in the Vietnam War. He cannot walk. Can he vote?

Mr. Lee, 89, is from Hong Kong. He became a U.S. citizen in 1987. Can he vote?

Nicole Reville, 28, is from Haiti. She is studying U.S. History. She wants to take the citizenship examination next month. Can she vote?

Manuel Otero, 18, was born in Florida. He will finish high school in May. Can he vote?

Ms. Repetto, 52, is from Arizona. She wants to be the mayor of Union City. Can she vote?

Vocabulary:

Read the definitions and sentences below.

candidate - a person who wants to be elected
In 1988, George Bush and Michael Dukakis were **candidates** for President of the U.S..

convicted - found guilty of a crime;
Mr. Smith was **convicted** of killing a policeman.

(to) **deny** - to refuse to give something; to say "no"; not allow;
INS can **deny** you citizenship if you lie on the application.

issue - an important point that people vote on or discuss;
Child care is an important **issue** for many families in the U.S.

privilege - a special right only for some people; a special favor;
In some countries, rich people have more **privileges** than others.

rational - able to reason; sane;
Rational people think carefully before they make decisions.

(to) **require** - to demand; to make something necessary; to need;
Every state **requires** people to have a driver's license before they drive a car.

Use some of the new words to complete the following sentences.

1. The government requires people to pay taxes.
2. There is usually more than one _____ in a national election in the U.S..
3. An employer cannot _____ you a job because of your religion.
4. You will have to go to jail or pay a fine if you are _____ of a crime.

Reading 1

Voting Laws

The U.S. Constitution protects many voting rights, but it does not **require** people to vote. State governments make the laws about voting in their own states. The states can require people to live in the state for a certain period of time before they vote in state and local elections But the states cannot require citizens to pass a reading and writing test.

The Constitution says states cannot **deny** the right to vote to citizens:

- who are 18 + years old
- because of race, color, or sex
- because they did not pay a voting tax
- in national elections for President and Vice President

States can deny the right to vote to citizens:

- who have been **convicted** of serious crimes
- who cannot make **rational** decisions

Using the Reading:

A. Work with a partner. Students A reads sentences 1 - 3. Student B listens and says if they are true (**T**) or false (**F**).

Example: State governments make some voting laws. (T) F

Student A	Student B	
1. The U.S. Constitution gives the right to vote to citizens of all races and sexes.	T	F
2. Citizens must pass a reading and writing test before they can vote.	T	F
3. States can require citizens to pay a voting tax.	T	F

Switch roles. Student B reads sentences 4 - 6. Student A listens and says if they are **T** or **F**.

Student B	Student A	
4. The U.S. Constitution gives the right to vote to citizens of all ages.	T	F
5. People who are convicted of serious crimes can lose the right to vote.	T	F
6. If a citizen moved to Kansas in October 1988, he/she could not vote for President in November 1988.	T	F

B. 4 of the sentences above are false. Rewrite the 4 sentences on the lines below. Make them true sentences.

_____

_____

_____

_____

Reading 2

Voting: A Duty and a Privilege

One of the most important rights for U.S. citizens is the right to vote. Voting is a duty in a representative democracy. All citizens should vote to choose good people to be the federal, state and local leaders. Voting is also a **privilege** because not everyone can vote.

Before citizens vote, they must register to vote in their state. You can register in places like local libraries and courthouses. You do not have to pay to register.

Everyone should also learn about the **candidates** and **issues** in the election. We can get information by reading newspapers or listening to the news on TV and the radio. We can go to political meetings. Freedom of speech, press and assembly (1st Amendment) help us learn about the candidates and issues.

We have a *government of the people* . The people must be active. They must work with organizations to make their communities and states better. Voters must make good decisions. The people we elect will have a lot of control. They will decide:

- what laws to pass,
- how much tax we will pay, and
- what services we will receive.

Using the Reading:

C. Use the following words to write questions. You will have to add some words. The first one is done for you.

1. What / one / important / right / U.S. citizens ?

   What is one important right for U.S. citizens ?

2. Why / voting / important / U.S. ?

   _____

3. What / citizens / do / before / they / vote ?

   _____

4. How / citizens / information / candidates / issues ?

   _____

5. Why / important / elect / good / leaders ?

   _____

Work with a partner. Ask your partner to answer the questions.

Testing skills

Circle the letter of the best answer to complete the following sentences.

1. A citizen's right to vote is _____ by the U.S. Constitution.
   a) denied
   b) protected
   c) required
   d) taxed

2. States can require citizens to _____ before they vote.
   a) pass a reading and writing test
   b) pay a voting tax
   c) register
   d) be over 19 years old

3. Voting is _____ in the U.S.
   a) controlled only by the federal government
   b) a right for all people living
   c) required by law
   d) a duty and a privilege

4. The people we elect will decide _____.
   a) who will be the next President
   b) what laws to pass
   c) if we can go to political meetings
   d) if we can read newspapers

Review

Explain _____
who can vote in the U.S.
what you must do before you can vote.
why voting is important in the U.S.

LESSON 5 REQUIREMENTS FOR NATURALIZATION

Objective: Identify the requirements to apply for naturalization

Pre-Reading:

Oral: Form a small group. Read the list below. These are some reasons people want to become U.S. citizens.
Can you think of two other reasons? Write them below.

1. They want to vote.
2. They want to bring some other members of their family to the U.S.
3. They want to help their communities.

4.

5.

Some people cannot become U.S. citizens. Here are two reasons. Can you think of three more reasons? Write them below.

1. The person has only lived in the U.S. for two years.
2. The person broke some laws in the U.S. and went to jail for one year.

3.

4.

5.

Vocabulary: Read the definitions of the following words and terms.

Communist Party - a political group or party; the group believes people should not own private property and the government should control the production and distribution of things the people need.

(to) **deport -** to make someone who is not a citizen leave a country

dictator - the head of a country; this person has all the power and makes all the laws

(to) **gamble -** to take chances with money; to make or lose money by playing cards, games, horses, etc.

oath of allegiance - a serious promise to be loyal

good moral character - the qualities of a person who behaves in a lawful and correct way, according to the rules of society

Written: Read the following situations about permanent residents. Do you think the person can apply for citizenship? Check (√) **Yes** or **No**.

	Yes	No
1. Juanita came to the U.S. two years ago.	___	___
2. Sam is a good worker and is studying English and about the U.S. government.	___	___
3. Omar thinks the U.S. form of government is not good. He is a member of the Communist Party.	___	___
4. Makiesse is 17 years old. She came to the U.S. 6 years ago.	___	___

Information

The Requirements For Naturalization

There are many requirements to become a U.S. citizen. These are the important ones:

- Be 18+ years old
- Be a Permanent Resident for 5 years or more [2]
- Be loyal to the U.S.
- Be able to read, write, speak and understand basic English
- Have good moral character
- Understand the U.S. government structure and the Constitution
- Take an oath of allegiance to the U.S.

Using the Information:

A. Complete the following exercise. Look at the chart to find the words to write in the blanks.

If you want to apply for 1) _____, you must be 18 2) _____ old or more. You must be a permanent 3) _____ for five years or more. This means you have lived legally in the U.S. for at least 4) _____ years.

[2] See the Reading about special cases.

You must know some 5) _____ so you can read, speak and write it. You must also know about the U.S. 6) _____ and about the U.S. Constitution.

It is important to be loyal to your new country and to take an 7) _____ of allegiance. Another requirement is to have good moral 8) _____. This means you are not a bad person.

Reading

Requirements to Apply for Naturalization

Immigrants must meet certain requirements when they apply for naturalization. For example, they must be at least 18 years old and be legal residents of the U.S. for at least 5 years. They apply for naturalization in the state where they live. They must live in that state for the *last 6 months* (or more) of the five years. They do not have to live in the U.S. every day for five years, but they cannot live outside the U.S. for:

a) a period of one year or more, or

b) a total of 30 months or more.

Many immigrants ask about the requirement for **good moral character.** The INS explains that to become a U.S. citizen a person cannot be someone who:

a) drinks too much;
b) is married to 2 or more people at the same time;
c) sells his or her body for sexual pleasure;
d) buys, sells or uses drugs;
e) **gambles** illegally;
f) is a criminal;
g) was convicted of a crime in the U.S. and was in jail for 6+ months,
h) was convicted of killing another person without a legal reason;
i) was a member of a **Communist Party** during the 10 years before applying for naturalization (except: if forced to join, or under 16 years old);
j) wants a **dictator** to rule the U.S., or wants to use violence against the U.S. government or government officers; or,
k) the government is trying to **deport.**

The INS also thinks about the age of the people applying for naturalization. If someone is 50 years old and has lived in the U.S. for 20+ years as a permanent resident, that person does not have to meet the English language requirement.

There are some special cases for applying. Some of the requirements are different for husbands, wives and children of U.S. citizens. For example, husbands and wives have to live in the U.S. for only 3 years before applying for citizenship. Also, if someone worked for the U.S. military or for organizations helping the U.S. in other countries, the requirements for that person are different.

Using the Reading:

B. Read the situations about permanent residents again. Use the Information and the Reading. Can the person apply for citizenship? Check (√) **Yes** or **No**.

	Yes	No
1. Juanita came to the U.S. two years ago.	___	___
2. Sam is a good worker and is studying English and about the U.S. government. He has worked in Michigan for 7 years.	___	___
3. Omar thinks the U.S. form of government is not good. He is a member of the Communist Party.	___	___
4. Makiesse is 17 years old. She came to the U.S. 6 years ago.	___	___
Here are some more situations:		
5. Henri is married to Caroline. Caroline is a U.S. citizen. Henri has lived in the U.S. for 4 years.	___	___
6. Jan does not work. Jan steals things from stores and sells them. Jan went to jail for 10 months last year.	___	___

7. Ferdosi came to the U.S. when she was 14. Now she is 20. She goes to college and works part-time at a hospitial. Her friends say she is a good person. ___ ___

8. Estella became a permanent resident 7 years ago. She lived in California for many years. Three months ago she moved to Virginia. She works as a computer programmer. She does not gamble or use drugs. ___ ___

9. Karol is from Bulgaria. He became a permanent resident 5 years ago. He works with his brother as a house painter. Karol never learned English. He only speaks Bulgarian with his brother. Karol is loyal to the U.S. He does not like the Communists. ___ ___

C. Work with a partner. Think about five friends who are immigrants living in the U.S.

Does each friend meet all these requirements? Write their names in the box below. Put a check (√) under the requirements they meet.

Name	Age	Permanent Resident	Years of Residence	Good Character	Knows English	Knows Govt[3]
1.						
2.						
3.						
4.						
5.						

[3] Govt = Government

Testing skills

Bernadette is applying for citizenship. Read (or listen to) the following conversation.between Bernadette and an INS official. Circle the letter of the best response for Bernadette.

INS official: Let me ask you some questions about the requirements for citizenship. When did you obtain legal status as a resident alien in the U.S.?

Bernadette: 1a) I think it is next year.
b) I'm not sure I understand. Do you mean as a permanent resident?
c) I don't know. Did I become a citizen?

INS official: Yes. When did you become a permanent resident?

Bernadette: 2a) 8 years ago.
b) I will be a permanent resident when I am a citizen.
c) I came to the U.S. with my sister and brother.

INS official: That's good. You meet the permanent resident requirement. Now, are you over 18 years old?

Bernadette: 3a) I don't remember.
b) Yes, I am.
c) I live in Florida.

INS official: Okay, do you use drugs or gamble?

Bernadette: 4a) Would you please repeat the question?
b) Gambling is taking chances with money.
c) Drugs are not good.

INS official: Do you use drugs, like cocaine, or gamble illegally to make money?

Bernadette: 5a) It is important to make money in America.
b) I don't know, maybe.
c) No, I don't.

INS official: How long have you lived at your present address?

Bernadette: 6a) I live at 672 N. 1st Avenue.
b) For 2 years.
c) I came to America when I was 22.

Review

Name 5 important requirements for naturalization.

LESSON 6 THE APPLICATION PROCESS

Objectives: Explain the application process for naturalization
Describe an interview between an applicant and an INS official

Pre-Reading

Oral: Look at the picture below.

A person is filling out a form to apply for naturalization.

Work with a partner. What questions do you think are on the form? Write 4 or more. Share them with the class.

1. _____

2. _____

3. _____

4. _____

Vocabulary: The INS identifies some important papers by letters and numbers. Read the following explanations.

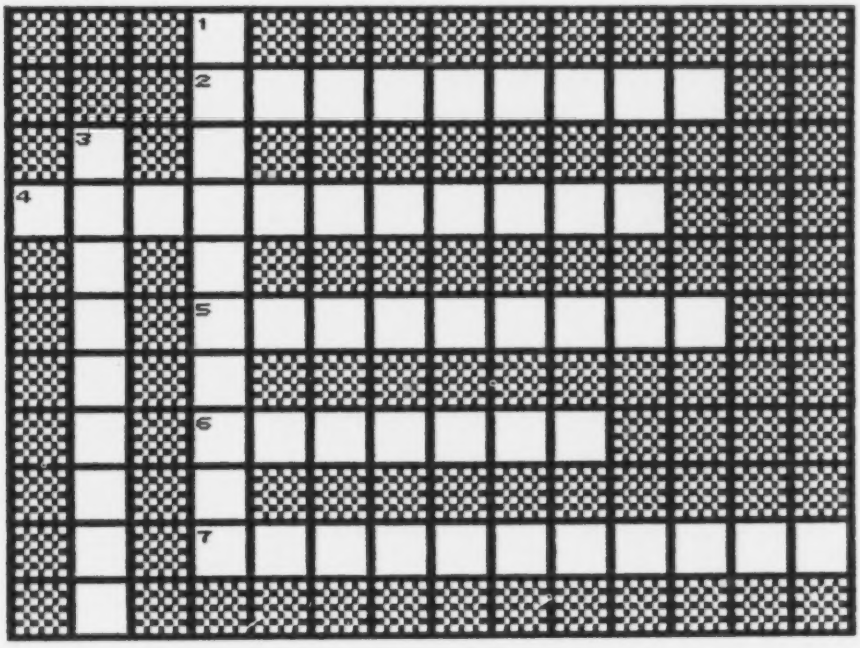
N-400 - the INS application form for naturalization, 4 pages

G-325 - the biographic (or personal) information form; also necessary for the application, 2 pages; the INS sends this form to the FBI

N-405 - the INS form filed at court after passing the interview and examination

Use these words to complete the crossword puzzle below. You can use a dictionary to help you.

applicant **certificate** **fingerprint** **interview**
biographic **dictation** **hearing**



Across:

2. a meeting; someone asks you questions to find out information
4. the mark or pattern on the inside of the tip of your finger; the police look at this to identify people
5. a person who applies for something
6. an official meeting in court with a judge
7. an official paper; someone receives this when he or she completes something like a school course

Down:

1. personal, about a person's life
3. a common exercise for students; a teacher reads a sentence or paragraph aloud and students write it

Information

The Application Process to Become a Citizen

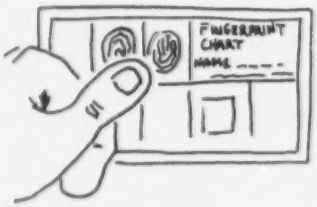
1

Fill out application forms (N-400, G-325)

2

Have police or INS put fingerprints on chart

3



Turn in or mail forms, fingerprint chart & 3 photos to INS office

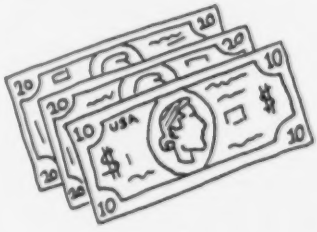
4

Get a letter in the mail to go to INS office

5

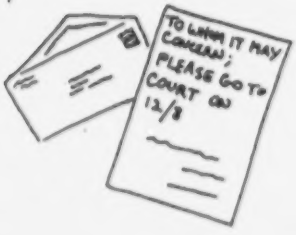
Have interview/examination with an INS official

6



Pay $50.00 to file the N-405 form at court

7

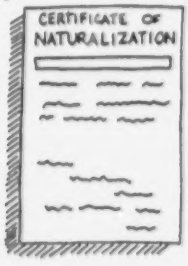


Get a letter in the mail to go to court for a citizenship hearing

8

Final Hearing - take the oath of allegiance

9



New U.S. Citizen - get the certificate of naturalization

Using the Information:

A. Read the following sentences. They are not in the correct order. Look at the diagram of the application process. Write the number for the sentences in the correct order. The first one is done for you.

___ a) At court, the applicant says the oath of allegiance.

___ b) The applicant pays a fee of $50.00 for the N-405 form.

1 c) The applicant completes two INS forms: N-400 and G-325.

___ d) The applicant has an interview and naturalization examination with an INS official.

___ e) The applicant goes to a police station (or INS office) and puts his or her fingerprints on the application chart.

___ f) The applicant receives a letter. It tells the applicant to go to court at a specific date and time.

___ g) The applicant brings or mails all the forms and 3 photos to the local INS office.

___ h) The applicant gets a certificate of naturalization. It says the applicant is a U.S. citizen.

___ i) The INS sends a letter to the applicant. It tells the applicant the time and day for the interview.

B. There are four words in the Information diagram with the same meaning as the four words below. Write the words on the lines.

1. complete_____ 3. receive _____

2. bring to _____ 4. say (the oath) _____

Reading

An Interview and Naturalization Examination

If the **applicant** completes the forms correctly, an INS official asks the applicant to come for an **interview**. The interview is very important. Part of the interview can be an oral examination.

First, the applicant takes an oath to tell the truth. Then the official checks the **biographic** information on the application forms. The official asks the applicant some of the same questions. The official wants to be sure the applicant did not lie or misunderstand the questions.

Second, the official must decide if the applicant understands English. If the applicant can answer the official's questions, the official knows the applicant can *understand* and *speak* English. The official also checks if the applicant can *write* English. The official can give the applicant a **dictation**. Usually the dictation is only one sentence to write.

Third, the official checks the applicant's knowledge of the U.S. government. The official can ask questions about the government, the Constitution and about U.S. history. Sometimes the applicant takes a written examination about these subjects.

If the applicant passes the English and government examinations and answers all the questions correctly, the official completes the **N-405** form. The applicant pays a $50.00 court fee and waits for a letter about the court **hearing**.

If the INS official does not think the applicant is ready, the official will tell the court the applicant should not become a citizen at that time. The applicant can:

1) be rescheduled for another examination at a later date; or,
2) go to the court and ask the judge to make the decision about citizenship.

Using the Reading:

C. Work with a partner. Role-play an interview. One person is an INS official and the other person is an applicant. Ask the applicant 5 questions about his or her life and 5 questions about U.S. government and history. Dictate a simple sentence for the applicant to write.

   Switch roles. The first applicant becomes the official. Ask 5 questions about his or her life and 5 questions about U.S. government and history. Dictate a sentence.

Testing skills

Circle the letter of the best answer.

1. Where do applicants turn in the application for naturalization forms?
   a) At court
   b) At the INS office
   c) At the police station

2. When does an applicant have an interview with an INS official?
   a) Before the applicant fills out the forms
   b) When the applicant puts his or her fingerprints on the chart
   c) After the applicant turns in the forms and receives a letter

3. If the applicant has a good interview and passes the naturalization examination, what happens?
   a) The applicant pays $50.00 to file the N-405 application.
   b) The applicant shakes hands with the official and becomes a citizen.
   c) The applicant brings 3 photos to the INS office.

4. What does the INS official check during the interview?
   a) The information on the application form only
   b) The information on the application form and the applicant's knowledge of English only
   c) The information on the application form and the applicant's knowledge of English, U.S. government and U.S. history

Review

Explain the application process to become a citizen. Use these words to help you:

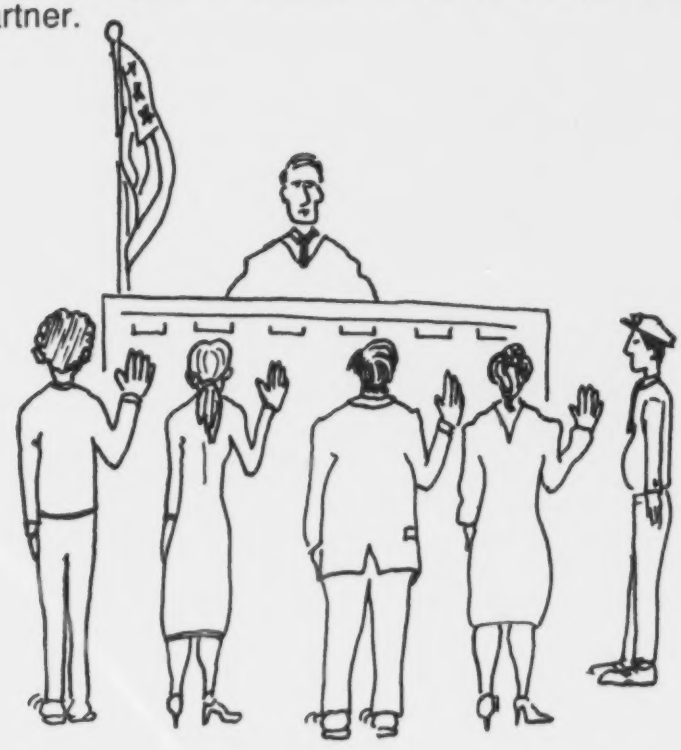
1. application forms
2. fingerprints
3. turn in
4. interview/examination
5. pay $50.00
6. hearing
7. certificate

LESSON 7 THE COURT HEARING

Objective: Explain the oath of allegiance
Explain the final court hearing

Pre-Reading

Oral 1: Look at the picture below. It shows people taking the oath of allegiance. Discuss the following questions with a partner.



1. Where are the people?
2. Are the people all about the same age?
3. Do you think the people come from the same country?
4. Who is giving them the oath?
5. Why do they raise their right hands?
6. What happens after they finish saying the oath?

Reading 1

The Oath of Allegiance

The oath of allegiance is very old. The U.S. government started using it in the 1790's. Many words are not used frequently today. (You will see the oath in Reading 2.) The following sentences explain the oath.

- I give up my past citizenship and my loyalty to my other country and its leader(s).
- I will support and defend the U.S. Constitution and all U.S. laws against enemies at home and in other countries.
- I will be loyal to the U.S.
- I will fight for the U.S. if the law tells me to fight.
- I will help the military with non-fighting work if the law tells me to help.
- I will do important national work outside of the military if the law tells me to.
- I accept these duties. No one is forcing me to become a citizen. I do not have any doubts about becoming a citizen.
- Because I am telling the truth, I will sign my name.

Using the Reading:

A. Read the sentences below about the oath of allegiance and becoming a citizen. Circle True (**T**) or False (**F**).

1. You can become a U.S. citizen and continue being a citizen of another country. T F
2. As a citizen you will fight in the army when necessary by law. T F

3. As a citizen you do not have to follow the U.S. Constitution.	T	F
4. You will help protect the U.S. from enemies.	T	F
5. You have to work for the military, if the law tells you.	T	F
6. As a citizen you can be loyal to the ruler of another country.	T	F

Vocabulary: Match the words on the left with the definitions on the right. Put the correct letter on the line. You can use a dictionary to help you. The first one is done for you.

c 1. (to) **affix**	a.	independent country
___ 2. (to) **declare**	b.	to give up
___ 3. (to) **perform**	c.	to put in place
___ 4. (to) **renounce**	d.	action or plan <u>not</u> to do something
___ 5. (to) **bear arms**	e.	to say
___ 6. **noncombatant**	f.	leader of a country
___ 7. **potentate**	g.	to carry guns, to fight
___ 8. **sovereignty**	h.	doubts, uncertainty
___ 9. **evasion**	i.	not fighting
___10. **mental reservation**	j.	to do

Reading 2 Scan the following paragraph. Find the words below in the paragraph. Circle them.

declare **defend** **arms** **service** **obligation**

OATH OF ALLEGIANCE

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and the laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the Armed Forces when required by law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion: SO HELP ME GOD. In acknowledgment whereof I have hereunto affixed my signature."

Using the Reading:

B. Listen to your teacher read the oath aloud. Many of the words are difficult to pronounce. Practice reading it aloud with a partner.

Information

The Final Court Hearing

Some applicants do not pass the naturalization examination the first time. Some applicants need to improve their English. Some need to learn more about the U.S. government. Applicants may take the exam several times, if necessary.

When the applicants pass the examination, they wait for a letter from the INS about the final hearing at court. This letter tells them the time, date and place of the hearing.

What to bring:
- the official letter about the hearing
- other INS documents listed in the letter, for example:
  - the alien registration card, and
  - INS travel papers

Where to go:
Each local INS office decides the place.
- Most hearings are at federal courthouses.
- Some hearings with many people are in large rooms (auditoriums) in public buildings.

What to do:
- Take the oath of allegiance.
- Sign the INS document.
- Return alien registration cards, INS travel documents, etc.
- Receive a certificate of naturalization.

Using the Information:

C. Work with a partner. Partner A looks at this page. Partner B looks at the next page.
Partner A reads the first paragraph aloud to Partner B two or three times. First, Partner B listens. Then, as Partner A reads again, Partner B writes the missing words on the blanks.

Switch roles. Partner B reads the second paragraph aloud to Partner A two or three times. First, Partner A listens. Then, Partner A writes the missing words on the blanks.

Partner A

Read aloud:

After you pass the naturalization examination, you will receive a letter. This letter tells you to come to court at a specific time and date. You must bring several papers with you. Some of the papers are your alien registration card and your INS travel documents. You should bring the letter too.

Listen, then write:

You will probably go to your 6) _____ at a federal courthouse. Some other people will be there too. All of you will become 7) _____ together. You raise your right hand and take the 8) _____ of allegiance. Then you turn in the INS papers. Finally you will receive your 9) _____ of naturalization. Congratulations! You are now a 10) _____ U.S. citizen.

Partner B

Listen, then write:

After you pass the naturalization 1)_____ , you will receive a letter. This letter tells you to come to 2) _____ at a specific time and date. You must 3) _____ several papers with you. Some of the papers are your 4) _____ registration card and your INS 5) _____ documents. You should bring the letter too.

Read aloud:

You will probably go to your hearing at a federal courthouse. Some other people will be there too. All of you will become citizens together. You raise your right hand and take the oath of allegiance. Then you turn in the INS papers. Finally you will receive your certificate of naturalization. Congratulations! You are now a new U.S. citizen.

D. Contact your local INS office and ask these questions.

1. Where do you have the hearings for citizenship?
2. How many times each year do you have hearings?
3. About how many people become citizens at one time?
4. How many people became citizens last year from your INS office?

Report the answers to the class. See if your classmates received the same information.

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Testing skills

Read the following sentences. Circle the letter of the sentence with the same meaning.

1. Applicants may take the exam several times, if necessary.
   a) Applicants must pass the exam the first time.
   b) Applicants take several different exams.
   c) Applicants can take the exam more than one time.

2. At the hearing you take an oath of allegiance.
   a) At the hearing you take an examination.
   b) At the hearing you promise to be loyal to the U.S.
   c) At the hearing you read the Bill of Rights aloud.

3. You will receive a certificate of naturalization.
   a) An INS official will give you a paper saying you are a U.S. citizen.
   b) An INS official will give you travel documents.
   c) An INS official will give you an alien registration card.

4. I will fight for the U.S. if the law tells me to fight.
   a) I will become a U.S. soldier if necessary by law.
   b) I will fight another U.S. citizen if necessary.
   c) I must work in the military before I become a citizen.

Review

1. Name two things you bring to the hearing:
   L_t __r and A_i_n _e__s__at___ C_r_

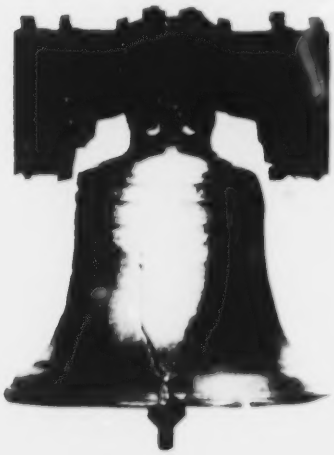
2. Name two things you do at the hearing:
   Take an _____ __ of _____
   Receive a _____ of _____

LESSON 8 NATIONAL SYMBOLS

Objective: Identify 10 national symbols

Pre-Reading

Oral: Look at the pictures below. Write the names from the list under the pictures you know.



The White House
The U.S. Capitol
The Liberty Bell
The Lincoln Memorial

Vocabulary: Read the definitions of the following words.

Exhibit - a collection of objects usually found in a museum; the objects can be letters, things from a house, clothing, musical instruments, photographs, painting etc.
People look at exhibits in museums to find out information about a subject like the Civil War or the history of immigration in the U.S.

Inauguration - the ceremony when the President takes office
The 20th amendment says each inauguration for President must be on January 20th.

Memorial - a building or statue to remember a famous person or time in history
The Vietnam Memorial in Washington, DC is a long black wall with a list of names of people who died during the Vietnam War.

Monument - like a memorial; a building to remember someone or something important
Many tourists like to visit the national monuments in the U.S.

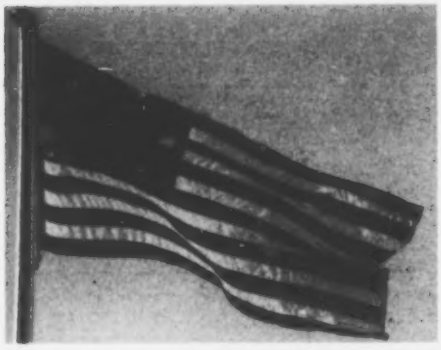
Pledge - a promise; like an oath
Many children say the Pledge of Allegiance to the U.S. flag in school.

Statue - an object made to look like or represent a person; usually made of stone, wood or metal
One park in Washington, DC has a statue of George Washington sitting on a horse.

Symbol - something that represents something else
The flag is often a symbol for a country. "$" is a symbol for U.S. money.

Information I

Four National Symbols of the U.S.



The American Flag:

- 13 stripes: 7 red and 6 white for the first 13 states.
- 50 stars for each state.
- Represents freedom and justice.

The Statue of Liberty:

- Symbol for immigrants - many immigrants saw this statue when they arrived by boat.
- Represents freedom, opportunity and international friendship.
- In New York City

Independence Hall:

- Meeting place for the Continental Congresses[4] before the War for Independence and for the first government of the U.S.
- Declaration of Independence and U.S. Constitution written and signed here.
- In Philadelphia.

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[4] See the US History textbook, lessons 5, 7 & 8.

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Liberty Bell:

- Symbol of freedom.
- Rang on July 4, 1776 for our national holiday, Independence Day.
- Has a famous crack.
- In Independence Hall (Philadelphia).

Using the Information:

A. Write the answers to the following questions.

1. Which national symbol is found near New York City?

2. What do the stripes on the U.S. flag represent?

3. Where was the Declaration of Independence signed?

Reading I

The American Flag and the Statue of Liberty

Many people around the world know the American Flag. It has three names: *Old Glory*, *Stars and Stripes* and the *Star-Spangled Banner.* The third name is also the name of our national song.[5]

---

[5] See the US History textbook, lesson 13.

The flag represents freedom and justice in the U.S. It has three colors: red, white and blue. There are 13 red and white stripes. These stripes represent the original 13 states in the United States of America. There is a field of blue with white stars. In 1988 there were 50 stars. Each star represents one of the states in the U.S.

People put up flags on special holidays. Government office buildings put up a flag every morning and take it down every evening. There are special ways to take care of the U.S. flag.

Students say the Pledge of Allegiance to the flag in many schools. This is the pledge: *I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.* This pledge says you are loyal to the U.S. and the states are united as one nation with liberty and justice for everyone.

The Statue of Liberty was a gift from France in 1886. It represents freedom, opportunity for Americans, and international friendship. In the early 1900's, many immigrants came by boat to the U.S. They saw the statue on an island near New York City. It was their first sight of America.

There is a museum in the bottom part of the statue. It has exhibits about the history of immigration in the U.S. There are many pictures, letters, and objects from the native countries of the immigrants.

Using the Reading:

B. Bring a picture or drawing of your country's flag to class. Tell the class about your flag. These are some questions to think about:
   What do the colors of the flag represent?
   If there is a picture on the flag, what does it represent?
   Are there special times when people put up flags in your country?

C. Listen to your teacher read the Pledge of Allegiance aloud. Practice reading it aloud with a partner.

Information II

Six National Symbols in Washington, DC

The U.S. Capitol:

- Meeting place for the U.S. Congress: Senate & House of Representatives
- Place for the inauguration of most Presidents.

The White House:

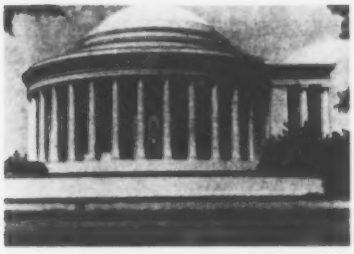
- Official home for Presidents (except George Washington)
- Address: 1600 Pennsylvania Ave.
- Burned during War of 1812 and rebuilt after the war.

Washington Monument:

- Built to remember George Washington, the 1st President.
- 555 feet high.
- Visitors may go up inside the building.

Lincoln Memorial:

- Built to remember Abraham Lincoln, the 16th President.
- Has a very large statue of Lincoln sitting in it.
- Has 2 famous speeches by Lincoln on the walls.



Jefferson Memorial:

- Built to remember Thomas Jefferson, the 3rd President.
- Has a large statue of Jefferson standing.

National Archives:

- Has exhibits with the original Declaration of Independence, the U.S. Constitution and the Bill of Rights.
- It protects and keeps other important documents.

Using the Information:

D. Read the sentences below. Circle True (**T**) or False (**F**).

1. The President lives at the U.S. Capitol.	T	F
2. The U.S. Capitol is in Washington, DC.	T	F
3. The Declaration of Independence was signed at the National Archives.	T	F
4. The Washington Monument is a statue of George Washington.	T	F
5. Some memorials in Washington, DC honor U.S. Presidents.	T	F
6. You can find some of Abraham Lincoln's speeches on the walls of his memorial.	T	F

Reading 2

The U.S. Capitol and The White House

Two important buildings in Washington, DC are national **symbols.** The U.S. Capitol is a symbol for our legislative branch of government. The Senators and the Representatives meet at the Capitol. They make the laws for the U.S. Every four years, on January 20th, we have an **inauguration** ceremony for the President. Most inaugurations are in the Capitol.

The White House is the symbol for the executive branch of our government. It is the home and office for the President. The President often meets his advisors, members of Congress, and representatives from foreign governments at the White House. Special dinners and events take place at the White House.

Using the Reading:

E. Work with a small group. Complete the following chart. Think about 3 different countries.

Country	Home for the Leader	Place for making laws	Name of one national symbol

Testing skills

Role play an interview with an INS officer. Work with a partner.

Ask your partner to tell you a few sentences about 2 of the national symbols. Switch roles. Your partner asks you about 2 other symbols.

Review

a. Name 4 national symbols that represent a person.

The J_ _F_ _S_ _ MEMORIAL

The L_ _ _O_N MEMORIAL

The _ _S H_ _ _T_N MONUMENT

b. Name 3 national symbols that have or had government offices.

The W_ _T_ H_U_ _

The U_ C_ _I_O_

I_D_ _E_D_N_ _ H_ _L

c. Name 1 of the names for the American flag.

_____

LESSON 9 REVIEW

A. *Vocabulary:*
Complete the following puzzle. Use words from lessons 1 - 8. The definitions are below. The first letter of each word is given to you.

1. **D** U T Y
2. **E** _ _ _ _ _ _ _ _ _ _
3. **M** _ _ _ _ _ _ _
4. **O** _ _ _
5. **C** _ _ _ _ _ _ _ _ _ _ _
6. **R** _ _ _ _ _
7. **A** _ _ _ _ _ _ _ _ _
8. **C** _ _ _ _ _ _ _ _ _ _
9. **Y** _ _ _ _

1. A responsibility; something you have to do
2. A test
3. Army, Navy, Air Force, and Marine Corps
4. A serious promise
5. A plan of government-- it tells about the form of government, laws and rights
6. Basic things people can do
7. Loyalty; support to government, country or leader
8. An official paper; you receive this when you become a citizen
9. Citizens must be 18 _ _ _ _ _ or older to vote in the U.S.

B. *U.S. Government:*
Work with a partner. Partner A looks the paragraphs below: *U.S. Constitution A.* Partner B looks at the paragraphs on the next page: *U.S. Constitution B.*

Partner A reads the first paragraph aloud to Partner B two or three times. First, Partner B listens. Then, as Partner A reads again, Partner B writes the missing words on the blanks.

Switch roles. Partner B reads the second paragraph aloud to Partner A two or three times. First, Partner A listens. Then, Partner A writes the missing words on the blanks.

Constitution A

The U.S. Constitution says the U.S. is a democracy. The people help make the decisions. The citizens choose leaders or representatives to work in the government. The federal government has three branches with different duties. No person or part of the government has too much power (see *By the People: U.S. Government Structure*, lesson 19).

The Constitution is the supreme 7) _____ of the country. It tells the important rules of the U.S. It 8) _____ the rights of 9) _____ people living in the U.S. The Bill of 10) _____ lists many of our most important rights. The U.S. Constitution is a 11) _____ Constitution because the people and representatives can make 12) _____ and additions to the Constitution.

U.S. Constitution B

The U.S. Constitution says the U.S. is a 1) _____
The people help 2) _____ the decisions. The 3) _____ choose leaders or representatives to work in the government. The federal government has 4) _____ branches with different 5) _____. No person or part of the government has too much 6) _____ (see *By the People: U.S. Government Structure*, lesson 19).

The Constitution is the supreme law of the country. It tells the important rules of the U.S. It protects the rights of all people living in the U.S. The Bill of Rights lists many of our most important rights. The U.S. Constitution is a living Constitution because the people and representatives can make changes and additions to the Constitution.

C. *Voting Issues:*
Make a list of important issues today. For example, in 1988 some of the local and national issues were:

1. Should the government pay for child care?
2. Should abortion be legal or illegal?
3. Should the local government spend more money on roads and highways?
4. Should the government make taxes higher to pay for more services?

Write three or four other important issues below.

5.

6.

7.

8.

Discuss:

As a class, choose 1 issue for discussion and voting.

First, form a small group. Work together like a political party (a political party is a group of people with similar ideas about government -- politics, economics, social issues, etc.). Discuss your ideas about the issue above. Make a group decision about the issue.

(You can use this space to write your group's ideas.)

Second, plan an election. Choose one person to be the candidate for your group. Have a class discussion about the issue. Your candidate tells your group's decision. Listen to all the candidates. Vote for the candidate with the best ideas about the issue.

D. *Applying for Citizenship:*
Work with a partner. Look at these pictures about applying for citizenship. They are not in the correct order. Discuss each picture. Put the pictures in the correct order. Write the numbers 1 - 9 on the lines under the pictures. The first one is done for you.

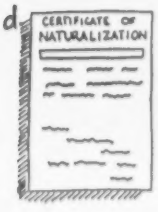
a.

6

b.

c.

d.

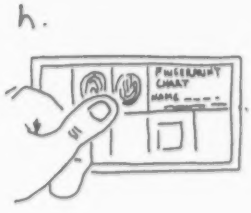


e.

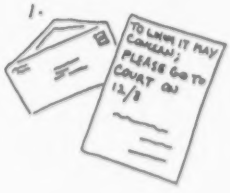
f.

g.

h.



i.



Write a short sentence about each picture.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

E. National Symbols:
Write the names of the symbols under the pictures.

_____

_____

_____

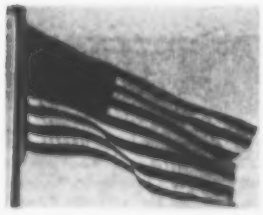
_____

_____

_____

_____

_____



_____

Now circle the names of the symbols in the puzzle below. The first one is done for you.

W A S H I N G T O N M O N U M E N T
H I T O M P U K L E J F W A Y D T I
I N A T I O N A L A R C H I V E S L
T O T D S C E R D E F Z O L A B I U
E F U S C A P I T O L A L D O I P A
H A E K I N U R E R A P S R A M U R
O Z O R T Y D I N O G J F M E M T O
U R F W A H I N T E R N M C L I N B
S E L I N C O L N M E M O R I A L S
E H I N D E P E N D E N C E H A L L
L I B E R T Y B E L L D A N I B O S
A P E G G Y M A L L I E M K O L V I
R E R S T R A M E M O N P A R D N G
B U T S A L L E N E M O H A T R Y E
U O Y N I K K I A N N L B E D S O C

STUDY QUESTIONS

After you finish this book, you should try to answer these questions. Be prepared to answer these questions when you go to INS for an examination.

Being a U.S. Citizen

1. What kind of government does the U.S. have?
2. What official document tells the rules for the U.S. government?
3. Name 1 way citizens can help govern their community.
4. Name 1 advantage of being a U.S. citizen.
5. What is the most important right given to U.S. citizens?
6. How can a citizen become an informed voter?
7. Voting is one responsibility of a U.S. citizen. Name another responsibility.
8. Who makes the decision, guilty or not guilty, at most trials?
9. What do the stars represent on the U.S. flag?
10. What do the stripes represent on the U.S. flag?
11. What is the name of the U.S. President's official home?

The Naturalization Process

1. Name 2 requirements for becoming a U.S. citizen.
2. What is the oath of citizenship?
3. Where do you go for a citizenship examination?
4. Tell one thing that happens at the final court hearing.

TO THE INSTRUCTOR

General Guidelines

For The People: U.S. Citizenship Education and Naturalization Information, Of The People: U.S. History, and *By The People: U.S. Government Structure* have been created for limited English proficient students who are applying for citizenship or permanent resident status. The books were developed for the Immigration and Naturalization Service (INS) of the U.S. Department of Justice. The contents are based upon the INS' federal citizenship textbook series.

These books have been written for advanced beginner/low intermediate English as a Second Language (ESL) students. For those teachers and administrators familiar with the SPL (Student Performance Level) ratings, these books address level 4 students, with some less difficult exercises for level 3 students and some more challenging ones for level 5 students. Instructors can use these texts to creat their own lessons for students at SPL 1 and 2. The lessons in these books incorporate all four skills: listening, speaking, reading and writing. The lessons become progressively more difficult as the students continue through the course.

Our past experience with this student population indicates that many students in the citizenship classes have stronger oral skills than literacy skills. We sought to build upon those oral/aural skills when developing these lessons. Each lesson begins with a discussion exercise to provide background information to the content that will be presented, as well as to elicit any information the students already have about the subject. In addition, these discussions offer the students opportunities to compare their countries and cultures with the US. Furthermore, within each lesson there are paired and group activities that encourage speaking practice and opinion-sharing among the students.

Most teachers will find not only students with strong oral skills in their classes, but also students of mixed levels and abilities. These heterogeneous, multi-level classes are frequently the most difficult to teach. Our awareness of this fact led us to include a wide variety of exercises and presentations of the information. The opportunities for cooperative learning approaches exist with written and oral group work, peer teaching and problem-solving activities.

Besides the inclusion of much oral practice, these books have another unique feature. Each lesson contains a testing section that helps prepare students for oral and written exams. The students have the opportunity to learn how to pause or stall and request clarification or repetition when confronted with oral questions which they do not hear correctly or understand at first. The written testing exercises expose students to the diverse types of exam questions commonly found in American schools and training programs. This testing section is also important because it reinforces the material learned in the lesson.

The instructor's role should be that of a facilitator, while doing these lessons. The aim is to guide the instruction and the subsequent comprehension as the information is conveyed through the charts, diagrams, pictures, maps and readings. The salient points of the material are emphasized and should be reinforced by the instructor. However, we hope the students will learn how to read these charts, et. al. on their own after some initial guidance.

The instructor does however provide a crucial link for the students between the classroom and the outside world. It is with the instructor's experience and resources that the students will be able to move beyond the book. The instructor should use authentic materials from newspapers, radio and TV news, and community centers (e.g., libraries, historical landmarks, government offices) while conducting the classes. It is most important to demonstrate

to the students how the government and history subjects affect their lives today.

The instructor is also best suited to gear the instruction to the appropriate level of the class. Knowing the composition of the student body, the instructor can decide which exercises to complete in the lessons. Not all of them need to be done, nor must all of them be done with the methods we have suggested. For example, if all the students would understand an exercise better when done together as a class, then the instructor should feel free to utilize the material in that way. We have deliberately built into the lessons and exercises methodological flexibilty.

It is also important for instructors to remember that these textbooks are content-based. They have been designed to present history, government and civics in a comprehensible manner to limited English speakers, encouraging their participation and skill development. They have not been designed to teach survival or academic ESL. Using these books alone will not teach basic English to beginning students.

Furthermore, the authors have assumed that the instructors using these textbooks have had some experience teaching ESL and/or this adult population already. The following teacher's notes are guides to instruction and not a text in general methods and techniques of teaching ESL to adults. They do not explain each exercise, nor tell the instructor how to address students, divide classes into pairs or groups, generate discussion, or judge which sections to embellish and which to disregard. That knowledge comes from the instructor's own experience and attentiveness to the students being taught.

These texts were developed in a very short time frame, and therefore had only limited field-testing. The authors would appreciate feed-back from classroom and tutorial experience for revisions in future editions.

Lesson Format

Students will practice all skill areas -- listening, speaking, reading and writing. Most of the lessons have 6 parts, including:

I. Objective(s)
II. Pre-Reading
III. Information
IV. Reading
V. Testing skills
VI. Review

I. Objective(s): Each lesson has one or more stated objectives.
The objectives are written in terms that you, as the teacher, will understand more easily than the students. They will help you focus on the key information in each lesson .

II. Pre-Reading: The Pre-Reading section of the lessons is very important. The Pre-Reading exercises prepare the students for the new material in the lesson and can help you assess how much the students already know about the topic. Every lesson has two or three exercises -- *Oral, Vocabulary, and/or Written.*

Oral: The stimulus for the oral exercise is usually a picture or short situation statement with questions for discussion. The discussions can be conducted with pairs, small groups or the entire class. The questions are designed to stimulate some discussion and to introduce the topic of the lesson. Whenever possible, the teacher should try to build on what students already know about their own countries and the U.S. If the students work in small groups, it is always a good idea to bring everyone back together to share the group responses.

Written: There are several different types of written exercises -- scanning, guessing (or predicting), and matching. In scanning exercises, you must always make sure the students read the

questions before they scan the paragraph or chart. This helps them focus on specific pieces of information. It is also helpful to give the students a time limit for completing the scanning exercise.

For the guessing (or predicting) exercises, teachers should reinforce the idea of guessing - what do the students think the answer will be? Stress that they are not expected to know the answer. Everyone should review the predictions after the lesson is completed.

Vocabulary: Many of the vocabulary words that are needed to learn about the U.S. history are not used everyday and will have to be taught. The most important thing to remember is to work from the known to the unknown.

Keep in mind that a lot of the vocabulary is passive - we do not need to use it, but we do need to understand it. In addition, certain abstract concepts, such as democracy and freedom, may be unfamiliar to the students; and extra care should be taken during their explanations.

When teaching vocabulary, you should try to contextualize the words as much as possible.

> For example, in Lesson 6, there are definitions for **fingerprint** and **certificate.** If you make a fingerprint with an ink pad and paper, and show them a copy of a certificate, the students will probably understand the words more readily.

Another way to contextualize is to give examples or situations of how the word is used in everyday speech.

> For example, in Lesson 3, students see the word (to) **register**. Talk about their first day at your school and having to register for classes. Try to begin a registration form to class to show them.

If your students speak a Romance language (Spanish, French, Portuguese, etc.), another good strategy for dealing with new vocabulary is to use cognates, words that are similar in both English and their native language.

> For example, in Lesson 1, students find the word **democracy.** Spanish speakers should recognize the Spanish cognate, *democracia.* Some cognates, will only differ in pronunciation or in spelling with one or two letters,

One word of caution with cognates, though. You do not want the students to get the idea that all English words that sound or look like words in their native language are cognates. They also have to beware of false cognates [e.g., "embarrassed" in English is not *"embarazada"* (pregnant) in Spanish].

The lessons contain different types of vocabulary exercises. In some instances, we provide the definitions and/or example sentences. In others, we suggest students use a dictionary to write the definitions themselves, complete crossword puzzles, or answer matching exercises. Encourage students to try these exercises without a dictionary first. Other types of exercises are: finding the word which does not belong, unscrambling, and sentence completions.

III. Information: The topic, or new information, is usually presented in a chart, outline or diagram We chose this approach with the beginning student in mind. We hope that students will be able to break the Information down into parts, and therefore, be able to understand the material more easily. We also feel this format is less threatening than a page of prose. Moreover, it highlights the most salient features of the lesson.

The starting point of all the Information pages is the title. Have the students make predictions based on the title. Next, have the students skim the page quickly for some general impressions of

238-910 0 - 89 - 4 QL 3

the content. Finally, ask the students to read the Information carefully.

Some students with limited literacy skills may have difficulty focusing on the charts and diagrams. Teachers can help by guiding the students with questions.

> For example, in Lesson 3, you can ask students to tell you what is on the left side and on the right side of the chart. You might ask them to tell you the duties. For the first one, "obey laws" you might ask them what laws they obey and why. Also with "pay taxes", ask them what kind of taxes they pay and how they think the money is used.

Always encourage students to ask questions. Let classmates supply the answers whenever possible. Refer the students back to the Vocabulary or Pre-Reading exercise(s) when appropriate.

Using the Information: There are usually two exercises after the Information presentation. One requires writing and the other requires listening and/or speaking. Before asking the students to complete the exercises, you should make sure they understand the instructions. There are many different types of exercises, so the students will need some guidance. Each time a new type of exercise is introduced, we have explained its procedure in the lesson notes which follow.

These exercises are <u>not</u> for testing, so encourage the students to look at the Information page. After the students complete the written exercises, they can check their answers in groups or pairs, or they can look at the answer key in the back of the book. All the small group discussions should be reviewed with the entire class.

For example, Exercise C in Lesson 2, asks each pair to answer questions about freedoms and rights in other countries. After the pairs finish, have them report one or two of their answers to the class.

IV. Reading: Sometimes the Reading will be a prose version of the Information. Other times the Reading will introduce new material on the same topic. Most of the Readings have been simplified from the INS *U.S. History* text. However, there are some paragraphs that have been copied directly from the text and are followed by simplification exercises.

The teaching strategies for the Reading are similar to those used with the Information. First, have students discuss the title. Next have them skim the paragraphs for the main idea or scan the paragraphs for specific pieces of information. Finally, have the students read the passage silently. As with the Information, encourage students to refer back to earlier parts of the lesson and to ask questions. The words in bold-face are new vocabulary words for that lesson.

Using the Reading: The reading comprehension exercise is <u>not</u> a test. Students should be encouraged to look at the Reading while completing the exercise. The purpose of the exercise is to help the students understand the basic concepts and to provide language practice. Again, students should check their answers before continuing on to the next part of the lesson.

V. Testing skills: The purpose of the Testing skills section is twofold. First, this section tests the students' mastery of the key points in the lesson. Second, and more importantly, it helps students prepare for test-taking situations. Our experience with this population has indicated that students frequently do indeed have the necessary knowledge to pass a test, but they are often unable to demonstrate their knowledge without appropriate <u>test-taking skills</u>.

In the beginning you will have to guide the students through the different types of tests. About one half are pen-and-paper type tests - Multiple Choice, True/False, Matching, Listening Discrimination, etc. The other half are simulated oral interviews. You may want to record these interviews on tape for additional listening practice. In the interviews, students will learn and practice requesting clarification, and pausing or stalling while thinking about an answer. We include these stategies in the testing section because they are used so often by native speakers in interview situations. Students should be encouraged to learn and use more clarification and stalling strategies.

Students should check their answers before preceding. One good learning stategy is to look back through the lesson and circle (or highlight) the answers in the text.

VI. Review: The last section is very brief. The review questions focus on the key points of the lesson and restate the objective(s). The answers do not need to be written. If students are unable to answer the review questions, try to help the student identify what s/he missed. You may need to create some additional practice exercises. If students are able to answer the review questions, they are ready to begin the next lesson.

LESSON NOTES

It is important to remember that this book, For The People: U.S. Citizenship Education and Naturalization Information, must be used in conjunction with the other books, By The People: U.S. Government Structure and Of The People: U.S. History 1600-1988. This book alone does not satisfy the IRCA requirements for knowledge of government, history and citizenship.

Lesson 1

Written: Encourage guessing.

Vocabulary: Students might be confused with the various uses of *Democractic* and *Republican*. Explain that these words are also names of the two major political parties in the U.S. and so, are capitalized. (Both of these parties believe in choosing leaders by voting.)

Exercise A: If necessary, simplify the concept of an outline by asking students to make a simple outline of their daily routine or choosing a topic of interest to the students. For example:

Music

I. Rock Music
   A. U-2
   B. Beatles
   C. The Who

II. Country & Western
   A. Johnny Cash
   B. Dolly Parton
   C. Willie Nelson
   etc.

Testing skills: You might want to do some warm-up practice focusing on WH question words in simpler contexts before doing the ones in this lesson. (e.g., Where do you live?, When did you come to the U.S.?, Who is the President of the U.S. today?, etc.) Here are the sentences to read:

example: What is a democracy?
1a) When was the U.S. Constitution written?
2b) Who has freedom of speech in the U.S.?
3a) Do you know why you are accused of a crime?
4a) Can the police come into our homes?
5b) Does the Constitution list all the rights of the people?

Lesson 2
Oral: Question 4 -- You might need to explain "ticket". $2,500 is obviously too high.

Vocabulary: These words are very difficult so you will probably want to encourage (and help) students use their dictionaries.

Reading: Before the Reading you might want students to brainstorm a list of freedoms.

Exercise A: This sentence was taken directly from an ESL newsletter written by students. We encourage students to discuss what they thought their freedoms would be before they came to the U.S. and what they think their freedoms are after having lived in the U.S.

Information: For more information about the Bill of Rights and Amendments 11 - 26 see *By the People: U.S. Government Structure*, Lessons 5 and 6. Amendment 5 -- if appropriate, discuss the concept of self-incrimination with the students. Amendment 6 -- explain that if the police accuse someone and take them to a police station, that person has the right to talk to a lawyer (this is reinforced in Review question #3); you might also want to discuss Miranda Rights.

Exercise C: Caution: students might be uncomfortable talking about countries that deny these rights.

Testing skills: Dictate the following:
Example: What is a democracy?
1. When was the Constitution written?
2. Who has freedom of speech in the U.S.?
3. Do you know why you are accused of a crime?
4. Can the police take anything from our homes?
5. Does the Constitution list all the powers of the government?

Lesson 3
Note: This lesson refers to soldiers and the military. Explain to students that the military = the armed forces (commonly referred to as the army, navy, air force and marines).

Reading: Lessons 5 - 7 have more specific information about becoming naturalized citizens.

Exercise A: This is the first unscrambling exercise so you might want to do a few sentences together as a class or in small groups.

Information: Point out to the students that registering with the military does not necessarily mean a person enters the army (or is drafted). Men and women can enter the army voluntarily. Unlike for many countries, military service is not required in the U.S.
This is the first time students see *footnotes* in the text. Although Exercise B explains footnotes to the students, you may want to reinforce their function.

Exercise B: Before class, find out where men register for selective service in your area (usually at the Post Office) or have the students investigate.

Exercise C: There are many different types of taxes; federal, state, local, social security, etc. Students will probably be familiar with their withholding on their paychecks, filing a tax return on April 15, and sales taxes in stores.
You might want to also discusss taxes on gasoline, alcohol, tobacco, etc.
Our tax dollars are used for many things. Some examples are:
health -- pure water, food and drug inspections, hospitals
education -- schools, libraries
roads -- maintenance, repair and building roads, bridges, etc.
conservation -- protection of resources and wildlife

Lesson 4
Oral: Groups should also prepare reasons for their decisions.

Reading I: If appropriate for the level of the students,you could do some additional practice with relative clauses.

Point out to the students that voting taxes are illegal in all states (Amendment 24).

Exercise A: Question 4 -- There are two possible answers:
1) The U.S. Constitution gives the right to vote to citizens of all races, colors and sexes; or,
2) The U.S. Constitution gives the right to vote to citizens 18 years old or older. Both answers should be accepted.
Question 6 -- All citizens can vote in Presidential elections. If they miss registration deadlines in their new state of residence, they can still use an absentee ballot from their previous state of residence.

Exercise B: Before asking the students to correct the false sentences, you should review their answers to Exercise A so they will have identified which ones are false.

Reading 2: You might want the students to investigate where people register to vote in their local communities. If there is an election approaching, have students find out what the local issues are and have a debate or discussion on those issues. These are adult topics that should appeal to your students.

Lesson 5

Oral: The first section reviews information from lessons 3 and 4. In the second part you should encourage the students to guess.

Reading: The bold-faced words are the new vocabulary for this lesson. They are not more important when considering citizenship approval or denial.

Exercise B: Have the students answer based on the information given. Sometimes not all of the requirements are mentioned; students can assume that those requirements are met.

Exercise C: Students do not need to use real names if they feel uncomfortable.

Testing: Tell the students to read the entire conversation first. Then they will better understand how to answer the questions.

Lesson 6

Note: The forms referred to in this lesson can be found in the appendices of this book. It would be helpful to make copies and practice filling them in as a class activity. In conjunction with this lesson, you could offer a caveat to the students. When they in fact turn in their INS forms, they should make copies for themselves first, in case the forms are misplaced.

Oral: Encourage guessing. Tell students to think about most forms they have filled out.

Vocabulary: You may want to inform students that no two fingerprints are the same. Thus they are useful for identification purposes--and not only for police matters. Sometimes fingerprints are required for professional certifications.

Information: Explain to the students that "turn in" the forms means it can be done in person or through the mail.

Exercise C: You may want to perform an example of the role-play in front of the class first. This can give the students some ideas of questions to ask. For the dictation the students could take a sentence from the textbook or recite some personal information like "I came to the United States seven years ago."

Lesson 7

Vocabulary: Some of these terms will be difficult even with a dictionary. #5--to bear arms and #10--mental reservation will probably need your assistance.

Reading 1: This is a modified version of the oath. Discuss what it means with the students. You may also want to discuss the position of a "conscientious objector" in light of the clause about fighting in the U.S. military.

Exercise B: The students may want to practice reading the oath aloud, but they should <u>not</u> memorize it.

Information: The students may wonder why they must turn in all documents. This is to prevent illegal use of the green card by someone else. Not all immigrants have travel documents. Only those who have traveled in and out of the U.S. need to have them.

There is a problem with the certificate of naturalization. Unlike the green card, it is too large to place in someone's wallet, so it is not a practical form of identification. You can tell students that this is similar to the situation Americans face regarding their birth cetificates. Those certificates are also too large to carry around.

Exercise C: You may need to investigate answers to these questions in advance. If you know where the nearest INS office is, and the phone number, you will be able to guide students if necessary.

Lesson 8

This lesson gives information about ten of the more common national symbols in the U.S.

Exercise C: The students do not need to memorize the Pledge.

Testing skills: Encourage the students to role-play an interview. They have seen samples interview questions in this book already. You may want to perform a role-play first to give the students some ideas.

Lesson 9
General Review.

Exercise C: You may need to help coordinate the groups. Make sure each group chooses one candidate to explain the groups' views to the class.

Exercise E: Only nine of the ten symbols are depicted and found in the word search.

VOCABULARY INDEX

accused	Lesson 2
(to) affix	Lesson 7
applicant	Lesson 6
bail	Lesson 2
(to) bear arms	Lesson 7
biographic	Lesson 6
candidate	Lesson 4
certificate	Lesson 6
citizens	Lesson 1
Communist Party	Lesson 5
convicted	Lesson 4
(to) declare	Lesson 7
democracy	Lesson 1
(to) deny	Lesson 4
(to) deport	Lesson 5
dictation	Lesson 6
dictator	Lesson 5
duty	Lesson 3
evasion	Lesson 7
exhibit	Lesson 8
fine	Lesson 2
fingerprint	Lesson 6
G-325	Lesson 6
(to) gamble	Lesson 5
good moral character	Lesson 5
government	Lesson 1
hearing	Lesson 6
(to) interfere	Lesson 2
interview	Lesson 6
issue	Lesson 4
lawyer	Lesson 2
memorial	Lesson 8
mental reservation	Lesson 7
monument	Lesson 8

N-400	Lesson 6
N-405	Lesson 6
noncombatant	Lesson 7
oath of allegiance	Lesson 5
(to) obey	Lesson 3
(to) perform	Lesson 7
pledge	Lesson 8
potentate	Lesson 7
privilege	Lesson 4
protect	Lesson 1
protection	Lesson 3
punishment	Lesson 2
rational	Lesson 4
(to) register	Lesson 3
(to) renounce	Lesson 7
(to) represent	Lesson 1
representative	Lesson 1
republican	Lesson 1
(to) require	Lesson 4
rights	Lesson 1
(to) search	Lesson 2
sovereignty	Lesson 7
statue	Lesson 8
supreme	Lesson 1
symbol	Lesson 8
unfair	Lesson 2
witnesses	Lesson 2

Answer Key

Lesson 1

Written

1. T
2. F
3. T
4. F

A.
1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. F

B.
II. SUPREME LAW
III. basic rights
IV. Amendments

Testing skills

2. a
3. b
4. c

Lesson 2

Vocabulary

Across
3. bail
6. punishment
7. witnesses
8. search
9. interfere

Down
1. fine
2. unfair
4. accused
5. lawyer

B.
a. 4
b. 1
c. 9
d. 2
e. 6
f. 6
g. 8

Testing skills

1. a
2. b
3. a
4. a
5. b

Review

1. speech, religion, assembly (or press)
2. court order (or search warrant)
3. lawyer
4. speedy, public
5. punishment

Lesson 3

Vocabulary

1. c
2. d
3. a
4. b

A.
1. There are some rights only for citizens.
2. A person born in the U.S. is a citizen.
3. Only citizens can vote in elections.
4. They can travel with a U.S. passport.
5. Naturalized citizens cannot become President or Vice President of the U.S.

B.
1. Duties and Why They are Important
2. 5
3. Why?
4. To choose good people to be representatives
5. Because everyone has the right to a trial with a jury (or because of the 6th amendment)
6. At the bottom of the page
7. Only men register with the military

Lesson 4

Vocabulary

1. requires
2. candidate (or issue)
3. deny
4. convicted

A.
1. T
2. F
3. F
4. F
5. T
6. F

B.
2. Citizens do not have to pass a reading and writing test before they can vote.
3. States cannot require citizens to pay a voting tax.
4. The U.S. Constitution gives the right to vote to citizens who are 18+ years old (or to citizens of all races, colors and sexes).
6. If a citizen moved to Kansas in August 1988, he/she could vote for President in November 1988.

C. 2. Why is voting important in the U.S.?

3. What must citizens do before they vote?

4. How can citizens learn (or get) information about candidates and issues?

5. Why is it important to elect good leaders?

Testing skills

1. b
2. c
3. d
4.

Lesson 5

Written

1. No
2. Yes
3. No
4. No

A. 1. citizenship (or naturalization)
2. years
3. resident (or resident alien)
4. 5
5. English
6. government structure
7. oath
8. character

B. 1. No
2. Yes
3. No
4. No
5. Yes
6. No
7. Yes
8. No
9. No

Testing skills

1. b
2. a
3. b
4. a
5. c
6. b

Lesson 6

Vocabulary

Across
2. interview
4. fingerprint
5. applicant
6. hearing
7. certificate

Down
1. biographic
3. dictation

A. a. 8
b. 6
c. 1
d. 5
e. 2
f. 7
g. 3
h. 9
i. 4

B. 1. fill out
2. turn in
3. get
4. take (the oath)

Testing skills

1. b
3. a
2. c
4. c

Lesson 7

A. 1. F
2. T
3. F
4. T
5. T
6. F

Vocabulary

1. c
2. e
3. j
4. b
5. g
6. i
7. f
8. a
9. d
10. h

C. 1. examination
2. court
3. bring
4. alien
5. travel
6. hearing
7. citizens
8. oath
9. certificate
10. new

Testing skills

1. c
2. b
3. a
4. a

Review

1. Letter, Alien Registration Card
2. oath (of) allegiance, certificate (of) naturalization

Lesson 8

A. 1. the Statue of Liberty
2. the first thirteen colonies (states)
3. in Philadelphia (in Independence Hall)

D. 1. F
2. T
3. F
4. F
5. T
6. T

Lesson 9

A. Vocabulary

1. Duty
2. Examination
3. Military
4. Oath
5. Constitution
6. Rights
7. Allegiance
8. Certificate
9. Years

B. 1. democracy
2. make
3. citizens
4. three
5. duties
6. power
7. law
8. protects
9. all
10. Rights
11. living
12. changes

Review

a. JEFFERSON MEMORIAL, LINCOLN MEMORIAL, WASHINGTON MONUMENT

b. WHITE HOUSE, U.S. CAPITOL, INDEPENDENCE HALL

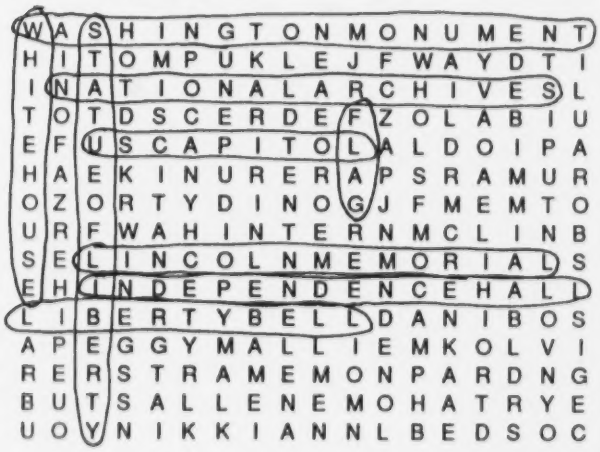
c. Old Glory (or Stars and Stripes, or the Star Spangled Banner)

D.

a. 6	d. 9	g. 4
b. 3	e. 5	h. 2
c. 8	f. 1	i. 7

1. The man fills out the INS forms.
2. He puts his fingerprints on the chart (form).
3. He turns in the forms to the INS.
4. He gets a letter. It tells him to go to the INS office.
5. He has an interview and a naturalization examination.
6. He pays $50.00.
7. He gets a letter. It tells him to go to court.
8. He takes the oath of citizenship.
9. He gets a certificate of naturalization.

E.
1. Independence Hall
2. Statue of Liberty
3. White House
4. Washington Monument
5. Liberty Bell
6. National Archives
7. Lincoln Memorial
8. U.S. Capitol
9. (U.S.) flag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H A E K I N U R E R A P S R A M U R
O Z O R T Y D I N O G J F M E M T O
U R F W A H I N T E R N M C L I N B
S E L I N C O L N M E M O R I A L S
E H I N D E P E N D E N C E H A L L
L I B E R T Y B E L L D A N I B O S
A P E G G Y M A L L I E M K O L V I
R E R S T R A M E M O N P A R D N G
B U T S A L L E N E M O H A T R Y E
U O Y N I K K I A N N L B E D S O C

EXHIBIT 1

The Naturalization Application Package (N-400)

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

OMB NO. 1115-0009
Approval Expires 1/31/84

APPLICATION TO FILE PETITION FOR NATURALIZATION

Mail or take to:
IMMIGRATION AND NATURALIZATION SERVICE

FEE STAMP

(See INSTRUCTIONS. BE SURE YOU UNDERSTAND EACH QUESTION BEFORE YOU ANSWER IT. PLEASE PRINT OR TYPE.)

ALIEN REGISTRATION
(Show the exact spelling of your name as it appears on your alien registration receipt card, and the number of your card. If you did not register, so state.)
Name .....
No. .....

Section of Law ..... (Leave Blank) Date: .....

(1) My full true and correct name is..... (Full true name without abbreviations)

(2) I now live at..... (Number and street.)

..... (City, county, state, zip code)

(3) I was born on..... (Month) (Day) (Year) in..... (City or town) (County, province, or state) (Country)

(4) I request that my name be changed to.....

(5) Other names I have used are: ..... (Include maiden name) Sex: ☐ Male ☐ Female

(6) Was your father or mother ever a United States citizen?..... ☐ Yes ☐ No
(If "Yes", explain fully)

(7) Can you read and write English?..... ☐ Yes ☐ No

(8) Can you speak English?..... ☐ Yes ☐ No

(9) Can you sign your name in English?..... ☐ Yes ☐ No

(10) My lawful admission for permanent residence was on..... (Month) (Day) (Year) under the name of ..... at..... (City) (State)

(11) (a) I have resided continuously in the United States since ..... (Month) (Day) (Year)

(b) I have resided continuously in the State of ..... since ..... (Month) (Day) (Year)

(c) During the last five years I have been physically in the United States for a total of ..... months.

(12) Do you intend to reside permanently in the United States? ☐ Yes ☐ No If "No," explain:

(13) In what places in the United States have you lived during the last 5 years? List present address FIRST.

FROM -	TO -	STREET ADDRESS	CITY AND STATE
(a) ..... 19.....	PRESENT TIME		
(b) ..... 19.....	..... 19.....		
(c) ..... 19.....	..... 19.....		
(d) ..... 19.....	..... 19.....		

(14) (a) Have you been out of the United States since your lawful admission as a permanent resident?..... ☐ Yes ☐ No
If "Yes" fill in the following information for every absence of *less than 6 months*, no matter how short it was.

DATE DEPARTED	DATE RETURNED	NAME OF SHIP, OR OF AIRLINE, RAILROAD COMPANY, BUS COMPANY, OR OTHER MEANS USED TO RETURN TO THE UNITED STATES	PLACE OR PORT OF ENTRY THROUGH WHICH YOU RETURNED TO THE UNITED STATES

(b) Since your lawful admission, have you been out of the United States for a period of *6 months or longer?*..... ☐ Yes ☐ No
If "No", state "None"; If "Yes", fill in following information for every absence of more than 6 months.

DATE DEPARTED	DATE RETURNED	NAME OF SHIP OR OF AIRLINE, RAILROAD COMPANY, BUS COMPANY, OR OTHER MEANS USED TO RETURN TO THE UNITED STATES	PLACE OR PORT OF ENTRY THROUGH WHICH YOU RETURNED TO THE UNITED STATES

Form N-400 (Rev. 5-1-81) N

(OVER)

(15) The law provides that you may not be regarded as qualified for naturalization, if you knowingly committed certain offenses or crimes, even though you may not have been arrested. Have you ever, in or outside the United States:

(a) knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No

(b) been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance, including traffic regulations? ☐ Yes ☐ No

If you answer "Yes" to (a) or (b), give the following information as to each incident.

	When	Where (City)	(State)	(Country)	Nature of Offense	Outcome or Case, If Any
(a)						
(b)						
(c)						
(d)						
(e)						

(16) List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society or similar group in the United States or in any other country or place, and your foreign military service. (If none, write "None.")

(a) ..... 19..... to 19.....
(b) ..... 19..... to 19.....
(c) ..... 19..... to 19.....
(d) ..... 19..... to 19.....
(e) ..... 19..... to 19.....
(f) ..... 19..... to 19.....
(g) ..... 19..... to 19.....

(17) (a) Are you now, or have you ever, in the United States or in any other place, been a member of, or in any other way connected or associated with the Communist Party? (If "Yes", attach full explanation) ☐ Yes ☐ No

(b) Have you ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person? (If "Yes", attach full explanation) ☐ Yes ☐ No

(c) Do you now or have you ever advocated, taught, believed in, or knowingly supported or furthered the interests of Communism? (If "Yes", attach full explanation) ☐ Yes ☐ No

(18) During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit, unit of the Nazi Party or SS, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control of or affiliated with:

(a) the Nazi Government of Germany ☐ Yes ☐ No

(b) any Government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany? ☐ Yes ☐ No

(19) During the period March 23, 1933 to May 8, 1945, did you ever order, incite, assist, or otherwise participate in the persecution of any person because of race, religion, national origin, or political opinion? ☐ Yes ☐ No

(20) Have you borne any hereditary title or have you been of any order of nobility in any foreign state? ☐ Yes ☐ No

(21) Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution? ☐ Yes ☐ No

(22) Are deportation proceedings pending against you, or have you ever been deported or ordered deported, or have you ever applied for suspension of deportation? ☐ Yes ☐ No

(23) (a) My last Federal income tax return was filed..... (year) Do you owe any Federal taxes? ☐ Yes ☐ No

(b) Since becoming a permanent resident of the United States, have you:

—filed an income tax return as a nonresident? ☐ Yes ☐ No

—failed to file an income tax return because you regarded yourself as a nonresident? ☐ Yes ☐ No

(If you answer "Yes" to (a) or (b) explain fully.)

(24) Have you ever claimed in writing, or in any other way, to be a United States citizen? ☐ Yes ☐ No

(25) (a) Have you ever deserted from the military, air, or naval forces of the United States? ☐ Yes ☐ No

(b) If male, have you ever left the United States to avoid being drafted into the Armed Forces of the United States? ☐ Yes ☐ No

(26) The law provides that you may not be regarded as qualified for naturalization, if, at *any* time during the period for which you are required to prove good moral character, you have been a habitual drunkard; advocated or practiced polygamy; have been a prostitute or procured anyone for prostitution; have knowingly and for gain helped any alien to enter the United States illegally; have been an illicit trafficker in narcotic drugs or marijuana; have received your income mostly from illegal gambling, or have given false testimony for the purpose of obtaining any benefits under this Act. Have you ever, *anywhere*, been such a person or committed any of these acts? (If you answer yes to any of these, attach full explanation.) ☐ Yes ☐ No

(27) Do you believe in the Constitution and form of government of the United States? ☐ Yes ☐ No

(28) Are you willing to take the full oath of allegiance to the United States? (See Instructions) ☐ Yes ☐ No

(29) If the law requires it, are you willing:

(a) to bear arms on behalf of the United States? (If "No", attach full explanation) ☐ Yes ☐ No

(b) to perform noncombatant services in the Armed Forces of the United States? (If "No", attach full explanation) ☐ Yes ☐ No

(c) to perform work of national importance under civilian direction? (If "No", attach full explanation) ☐ Yes ☐ No

(30) (a) If male, did you ever register under United States Selective Service laws or draft laws? ☐ Yes ☐ No

If "Yes" give date.....; Selective Service No.....; Local Board No.....; Present classification.....

(b) Did you ever apply for exemption from military service because of alienage, conscientious objections, or other reasons? ☐ Yes ☐ No

If "Yes," explain fully.....

(31) If serving or ever served in the Armed Forces of the United States, give branch.....;
from....., 19..... to....., 19....., and from....., 19..... to....., 19.....
☐ inducted or ☐ enlisted at.....; Service No.....;
type of discharge..... (Honorable, Dishonorable, etc.); rank at discharge.....;
reason for discharge..... (discharge, conscientious objector, other)
☐ Reserve or ☐ National Guard from..... 19..... to.....

(32) My occupation is.....

List the names, addresses, and occupations (or types of business) of your employers during the last 5 years. (If none, write "None.")
List present employment FIRST.

FROM-	TO-	EMPLOYER'S NAME	ADDRESS	OCCUPATION OR TYPE OF BUSINESS
(a) ....., 19.....	PRESENT TIME			
(b) ....., 19.....	....., 19.....			
(c) ....., 19.....	....., 19.....			
(d) ....., 19.....	....., 19.....			

(33) Complete this block if you are or have been married.

I am..... (Unmarried, married, divorced, widowed) The first name of my husband or wife is (was).....

We were married on..... at..... He or she was born at.....
..... on..... He or she entered the United States at (place).....
..... on (date)..... for permanent residence and now resides ☐ with me
☐ apart from me at ..... (Show full address if not living with you.)
He or she was naturalized on..... at.....; Certificate No.....,
or became a citizen by ..... His or her Alien Registration No. is .....

(34) How many times have you been married?..... How many times has your husband or wife been married?..... If either of you has been married more than once, fill in the following information for each previous marriage.

DATE MARRIED	DATE MARRIAGE ENDED	NAME OF PERSON TO WHOM MARRIED	SEX	(Check One) PERSON MARRIED WAS CITIZEN ☐ ALIEN ☐	HOW MARRIAGE ENDED
(a)				☐ ☐	
(b)				☐ ☐	
(c)				☐ ☐	
(d)				☐ ☐	

(35) I have.....children: (Complete columns (a) to (h) as to each child. If child lives with you, state "with me" in column (h), otherwise give city and State of child's residence.)
(Number)

(a) Given Names	(b) Sex	(c) Place Born (Country)	(d) Date Born	(e) Date of Entry	(f) Port of Entry	(g) Alien Registration No.	(h) Now Living at-

(36) READ INSTRUCTION NO. 6 BEFORE ANSWERING QUESTION (36)

I.....want certificates of citizenship for those of my children who are in the U.S. and are under age 18 years that are named below.
(Do) (Do Not)

(Enclose $35 for each child for whom you want certificates, otherwise, send no money with this application.)

..... (Write names of children under age 18 years and who are in the U.S. for whom you want certificates)

If present spouse is not the parent of the children named above, give parent's name, date and place of naturalization, and number of marriages.

.....

Signature of person preparing form, if other than applicant.	SIGNATURE OF APPLICANT
I declare that this document was prepared by me at the request of applicant and is based on all information of which I have any knowledge. SIGNATURE	ADDRESS AT WHICH APPLICANT RECEIVES MAIL
ADDRESS: DATE:	APPLICANT'S TELEPHONE NUMBER

TO APPLICANT: DO NOT FILL IN BLANKS BELOW THIS LINE.

NOTE CAREFULLY.—This application must be sworn to before an officer of the Immigration and Naturalization Service at the time you appear before such officer for examination on this application.

AFFIDAVIT

I do swear that I know the contents of this application comprising pages 1 to 4, inclusive, and the supplemental forms thereto, No(s). ....., subscribed to by me; that the same are true to the best of my knowledge and belief; that corrections numbered ( ) to ( ) were made by me or at my request; and that this application was signed by me with my full, true, and correct name, SO HELP ME GOD.

.....
(Complete and true signature of applicant)

Subscribed and sworn to before me by applicant at the preliminary investigation ( ) at .....

.....

this ..... day of ....., 19.....

I certify that before verification the above applicant stated in my presence that he/she had (heard) read the foregoing application, corrections therein and supplemental form(s) and understood the contents thereof.

.....
(Naturalization examiner)

.....
(For demonstration of applicant's ability to write English)

Non Filed .....

.....

(Date, Reasons)

NOTICE TO APPLICANTS:

Authority for collection of the information requested on this form and those forms mentioned in the instructions thereto is continued in Sections 328, 329, 332, 334, 335 or 341 of the Immigration and Nationality Act of 1952 (8 U.S.C. 1439, 1440, 1443, 1445, 1446 or 1452). Submission of the information is voluntary inasmuch as the immigration and nationality laws of the United States do not require an alien to apply for naturalization. If your Social Security number is omitted from a form, no right, benefit or privilege will be denied for your failure to provide such number. However, as military records are indexed by such numbers, verification of your military service, if required to establish eligibility for naturalization, may prove difficult. The principal purposes for soliciting the information are to enable designated officers of the Immigration and Naturalization Service to determine the admissibility of a petitioner for naturalization and to make appropriate recommendations to the naturalization courts. All or any part of the information solicited may, as a matter of routine use, be disclosed to a court exercising naturalization jurisdiction and to other federal, state, local or foreign law enforcement or regulatory agencies, Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of the Treasury, Central Intelligence Agency, Interpol and individuals and organizations in the processing of the application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its function. Information solicited which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature may be referred, as routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the solicited information may result in an adverse recommendation to the court as to an alien's eligibility for naturalization and denial by the court of a petition for naturalization.

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

EXHIBIT 2

The Naturalization Application Package (G-325)

U.S. Department of Justice
Immigration and Naturalization Service

BIOGRAPHIC INFORMATION

OMB No. 1115-0066
Approval expires 4-30-85

(Family name)	(First name)	(Middle name)	☐ MALE ☐ FEMALE	BIRTHDATE(Mo.-Day-Yr.)	NATIONALITY	FILE NUMBER A
ALL OTHER NAMES USED (Including names by previous marriages)			CITY AND COUNTRY OF BIRTH			SOCIAL SECURITY NO. (If any)

	FAMILY NAME	FIRST NAME	DATE, CITY AND COUNTRY OF BIRTH(If known)	CITY AND COUNTRY OF RESIDENCE
FATHER				
MOTHER(Maiden name)				

HUSBAND(If none, so state) OR WIFE	FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	CITY & COUNTRY OF BIRTH	DATE OF MARRIAGE	PLACE OF MARRIAGE

FORMER HUSBANDS OR WIVES(If none, so state)

FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	DATE & PLACE OF MARRIAGE	DATE AND PLACE OF TERMINATION OF MARRIAGE

APPLICANT'S RESIDENCE LAST FIVE YEARS. LIST PRESENT ADDRESS FIRST.

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
						PRESENT TIME	

APPLICANT'S LAST ADDRESS OUTSIDE THE UNITED STATES OF MORE THAN ONE YEAR

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR

APPLICANT'S EMPLOYMENT LAST FIVE YEARS. (IF NONE, SO STATE.) LIST PRESENT EMPLOYMENT FIRST

FULL NAME AND ADDRESS OF EMPLOYER	OCCUPATION(SPECIFY)	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
				PRESENT TIME	
Show below last occupation abroad if not shown above. (Include all information requested above.)					

THIS FORM IS SUBMITTED IN CONNECTION WITH APPLICATION FOR:
☐ NATURALIZATION ☐ OTHER (SPECIFY)
☐ STATUS AS PERMANENT RESIDENT

SIGNATURE OF APPLICANT — DATE

Are all copies legible? ☐ Yes

IF YOUR NATIVE ALPHABET IS IN OTHER THAN ROMAN LETTERS, WRITE YOUR NAME IN YOUR NATIVE ALPHABET IN THIS SPACE.

PENALTIES: SEVERE PENALTIES ARE PROVIDED BY LAW FOR KNOWINGLY AND WILLFULLY FALSIFYING OR CONCEALING A MATERIAL FACT.

APPLICANT: BE SURE TO PUT YOUR NAME AND ALIEN REGISTRATION NUMBER IN THE BOX OUTLINED BY HEAVY BORDER BELOW.

COMPLETE THIS BOX (Family name)	(Given name)	(Middle name)	(Alien registration number)

EXHIBIT 3

The Naturalization Application Package (Fingerprint Form)

APPLICANT | LEAVE BLANK | TYPE OR PRINT ALL INFORMATION IN BLACK | FBI LEAVE BLANK

LAST NAME NAM | FIRST NAME | MIDDLE NAME

SIGNATURE OF PERSON FINGERPRINTED

ALIASES AKA

ORI DCINSWF00 USINS WASH DC

RESIDENCE OF PERSON FINGERPRINTED

DATE OF BIRTH DOB Month Day Year

DATE | SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

CITIZENSHIP CTZ | SEX | RACE | HGT. | WGT. | EYES | HAIR | PLACE OF BIRTH POB

EMPLOYER AND ADDRESS

YOUR NO. OCA

LEAVE BLANK

FBI NO. FBI

CLASS

REASON FINGERPRINTED

ARMED FORCES NO. MNU

REF.

SOCIAL SECURITY NO. SOC

MISCELLANEOUS NO. MNU

1. R. THUMB	2. R. INDEX	3. R. MIDDLE	4. R. RING	5. R. LITTLE
6. L. THUMB	7. L. INDEX	8. L. MIDDLE	9. L. RING	10. L. LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY | L. THUMB | R. THUMB | RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

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